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THE UNIVERSITY OF ALBERTA

THE ATTITUDES OF PUPILS, PARENTS, TEACHERS, AND ADMINISTRATORS, TOWARD CORPORAL PUNISHMENT IN SCHOOLS

by

© MARTIN BERNARD SHALKA

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

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FALL, 1973

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled "The Attitudes of Pupils, Parents, Teachers, and Administrators, Toward Corporal Punishment in Schools," submitted by Martin Bernard Shalka in partial fulfilment of the requirements for the degree of Master of Education.

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Date July 26, 1973

ABSTRACT

In some parts of Canada there is evidence of concern over the use of corporal punishment directed toward pupils in schools. The purpose of this study was to determine the attitudes of pupils, parents, teachers, and administrators in the Edmonton Public School System toward the use of corporal punishment in our schools. The respondents were asked to indicate their attitudes toward various areas related to such punishment. These areas were: corporal punishment administered to improve pupil-behavior and/or pupil-achievement in school, parental notification when their child is strapped in school, obtaining parental permission prior to strapping a pupil, grudge holding because of being strapped in school, the amount of corporal punishment in our schools, and general approval or disapproval of corporal punishment in schools.

Random samples of 252 pupils, 252 parents, 84 teachers, and 42 administrators were selected from 42 randomly selected schools in the Edmonton Public School System.

The findings of this study indicate that a majority of parents administer some measure of corporal punishment to their children at home. A majority of the pupils, parents, teachers, and administrators have not received corporal punishment while attending school. A majority of the members in each of these groups expressed the belief that corporal punishment helps to improve pupil-behavior, but not pupil-achievement. A majority of the members in each of these groups favored the notification of parents when their child is strapped, but they did not favor the

obtaining of parental permission prior to strapping a pupil, with the exception of the pupil-group. A majority of the members in each of the groups indicated that they did not hold a grudge against those responsible for having them strapped. They also expressed the belief that there was not an excessive amount of strapping in our schools. And, finally, a majority of the members of each of the four groups indicated approval of strapping pupils in schools.

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CHAPTER I

INTRODUCTION AND PROBLEM

1. INTRODUCTION

This research study was concerned with one method of disciplining pupils in the Edmonton Public School System. The method referred to was corporal punishment administered to pupils in a teacher-pupil relationship, for the purpose of correcting or improving pupil behavior. Such punishment, as a method of school discipline, has always been a factor in Canadian education. At first, the authority to use it in schools was derived from British common law. Later, such authority was granted to teachers by the Criminal Code of Canada. At the present time, Section 43 of the Canadian Criminal Code explicitly makes reference to the role of the teacher in correcting pupil behavior. This section reads as follows:

> Every school teacher, parent or person standing in the place of a parent is justified in using force by way of correction towards a pupil or child, as the case may be, who is under his care, if the force does not exceed what is reasonable under the circumstances.[1]

In 1765, Blackstone, an English jurist and commentator on English law, summarized the delegation of parental authority to teachers as it applied to the laws of England when he wrote:

> . . . (The parent) may lawfully correct his child being under age, in a reasonable manner; for this is for the benefit of his

---

[1] The Criminal Code of Canada, Section 43, Revised Statutes of Canada, p. 115.

> education. . . . He may also delegate part of his parental authority, during his life to the tutor or school master of his child; who is then in loco parentis, and has such a portion of the power of the parent committed to his charge, viz. that of restraint and correction, as may be necessary to answer the purpose for which he is employed.[2]

Section 43 of the Criminal Code of Canada is based on Blackstone's summary.

Speaking of corporal punishment, in a book on the legal status of the Canadian public school pupil, Peter F. Bargen stated:

> There are two views commonly held on the subject of corporal punishment; one, that beating is a brutal and brutalizing punishment which ought under no circumstances to be inflicted; the other, that corporal punishment is a necessary process in the establishment of good character. As one Justice has stated, the latter view is usually indicated by the judge or magistrate when he remarks, "that he was beaten at school, the implication, of course, being that the beating made him the fine fellow he is."[3]

In spite of the views held by many of this country's educators, on the subject of corporal punishment in schools, Section 43 of the Criminal Code of Canada explicitly refers to the use of such punishment providing it is "reasonable under the circumstances." However, the statute does not define what is meant by the term "reasonable" force and therefore the Courts have had to rely on precedent and the circumstances related to individual cases in order to decide this question. By reviewing the decisions handed down by British, American, and Canadian Courts, Bargen summarized the principles and limitations as they relate to corporal punishment in Canadian schools, in the following manner:

---

[2] Blackstone's Commentaries 452 and 453. Quoted in Rex v. Metcalfe, (1927) 3 Dominion Law Reports 194, p. 196.

[3] Peter F. Bargen, The Legal Status of the Canadian Public School Pupil, (Toronto: The Macmillan Company of Canada Limited, 1961), p. 125.

1. The authority for inflicting punishment upon their pupils is discretionary to the teachers.
2. Corporal punishment may be administered only in the teacher-pupil relationship.
3. When corporal punishment is administered the Courts will presume that the teacher acted without criminal intent to injure, and the chastisement will be considered reasonable and for sufficient cause until the contrary is shewn.
4. Punishment is considered reasonable when:
   a. It is for the purpose of correction and without malice.
   b. There is sufficient cause for punishment.
   c. It is not cruel nor excessive and leaves no permanent mark or injury.
   d. It is suited to the age and sex of the pupil.
   e. It is not protracted beyond the child's power of endurance.
   f. The instrument used for punishment is suitable.
   g. It does not endanger life, limbs, or health, or disfigure the child.
   h. It is administered to an appropriate part of the child's anatomy.[4]

In the Province of Alberta the statutes, prior to 1970, were silent on the question of corporal punishment. They are still silent in this regard, even though a new School Act came into force in 1970. This silence is understandable in view of the fact that provincial legislation cannot limit or extend powers granted by federal law. The Canadian Education Association, in its report on corporal punishment in Canadian schools, summarized the Alberta position on this issue when it said:

> The Department of Education has no stand with respect to corporal disciplinary actions in junior schools. There is no reference to how children shall be disciplined in schools in the departmental regulations or in the School Act. The Department takes the view that discipline is a matter for local administration.

Thus, discipline is left to the teacher's discretion, within

---

[4] Ibid., pp. 128-129.

> the limits established by law; that is, a teacher may use such discipline as would be employed by a wise and judicious parent.[5]

In February of 1973 the researcher received confirmation by telephone, from the Department of Education, that the Alberta position in this regard is still the same as had just been stated.

As recently as August, 1971, the Edmonton Public School Board, in an interim edition of a Principal's Handbook, set out guidelines for principals to follow in the matter of corporal punishment. In this handbook the board said:

> Avoid corporal punishment except as a last resort.
>
> There is a growing public opposition to corporal punishment as a means of discipline. If corporal punishment is to be used as a last resort in disciplining the students it should be administered only by the teacher or principal in the principal's office where the instrument of punishment is the school strap applied to the hand of the pupil. At least one adult witness must be present who will certify in writing as to the nature and extent of the punishment.[6]

As previously pointed out, the Alberta Department of Education has not established any guidelines on corporal punishment, nor does it wish to regulate in the matter of discipline. The Department of Education in this province is willing to delegate this responsibility to local boards.

The Edmonton Public School Board attempts through regulations or guidelines, to limit the extent of corporal punishment to the "strapping" of pupils on the hands, and only to the extent approved by

---

[5]Canadian Education Association, Information Bulletin: A Report on Corporal Punishment in Canadian Schools, (Toronto: Canadian Education Association, December, 1967), p. 3.

[6]Edmonton Public School Board, Principal's Handbook, August, 1971.

the principal. However, if realistic guidelines or regulations for corporal punishment are to be established, they should be consistent with the attitudes of pupils, parents, teachers, and administrators living in this last part of the twentieth century.

Need for the Study

These are times when people are searching for, and adopting new values. Values are affected by changing attitudes. And, if the present attitudes of pupils, parents, teachers, and administrators, toward corporal punishment, are to be identified, systematic research is necessary. Research is necessary because much lip service is being paid to the concept that those who are affected by educational decisions and policies, should have a voice in the formulation of such decisions and policies. Because pupils, parents, teachers, and administrators are all affected, either directly or indirectly, by corporal punishment in schools, they should have some voice in the establishment of guidelines or regulations related to this matter.

One might present the argument that Section 43 of the Criminal Code of Canada is clear in permitting corporal punishment in Canadian schools and therefore any regulations made by provincial or local authorities are null and void. On this issue Bargen wrote:

> It follows, then, that the use of force as a means of punishment falls within the jurisdiction of the Federal Government; and it is therefore beyond the jurisdiction of provincial legislation to forbid the use of reasonable force in disciplining a pupil. In addition, the term "reasonable under the circumstances" cannot be limited or extended by provincial legislatures since they have no authority to modify a federal statute. Provincial legislation would be questionable in view of the above-mentioned general powers granted by federal authority. Consequently the right to administer

reasonable corporal punishment of this kind is a criminal offence to be dealt with under the provisions of the Canadian Criminal Code.[7]

Earl A. Mansfield, as Director of Research for the Edmonton Public School System, when asked about the need for a study on corporal punishment in the public schools had this to say in correspondence with the researcher:

> Re: Study of Corporal Punishment in the Edmonton Public School System
>
> Further to your telephone call today, on the above-mentioned subject, please be advised that to the best of my knowledge no theses or dissertational studies have been conducted on this subject in our school system.
>
> In addition, I should state my opinion that such a study would be relevant and timely insofar as an examination of the incidence of corporal punishment is concerned and the related attitudes of teachers, pupils, and parents. This kind of information could be very valuable to school administrators and to those personnel charged with the responsibility of recommending policy and developing regulations concerned with student conduct and discipline. . .[8]

It would appear from what Bargen wrote on this topic and the quote from Mansfield that administrators would welcome information which would help them decide to what extent corporal punishment is supported or frowned upon by pupils, parents, teachers, and administrators, today. School board policy makers, perhaps, would also welcome such information in order to formulate realistic guidelines and regulations directed at corporal punishment.

In addition, there may be a possibility that studies of this

---

[7] Bargen, op. cit., pp. 125-126.

[8] Letter from Earl A. Mansfield, former Director of Research, Edmonton Public School Board, June 15, 1971. Dr. Mansfield is now Assistant Deputy Minister, Department of Manpower and Labour, Government of Alberta.

type could have some influence on future Federal Government decisions regarding Section 43 of the Canadian Criminal Code.

II. RESEARCH PROBLEM

The problem of this research was to determine the stated opinions of the four selected groups from 42 elementary and junior high schools in the Edmonton Public School System, toward corporal punishment in schools. These selected groups were:

1. the pupils in Divisions II and III (grades 4 to 9 inclusive);
2. the parents of pupils in Divisions II and III;
3. the teachers of pupils in Divisions II and III; and
4. the administrators (principals and assistant principals in schools from which the pupil, parent, and teacher samples were chosen.

The study had the following subproblems:

1. To compare the attitudes of the four groups toward:
   (a) the strapping of pupils in schools,
   (b) the strapping of pupils in an attempt to improve their behavior and/or achievement in school,
   (c) the notification of a pupil's parents subsequent to the strapping of a pupil,
   (d) obtaining parental permission before strapping a pupil, and
   (e) the extent of strapping being administered to the pupils in the Edmonton Public School System.
2. To determine the extent of grudge holding by those who had

been strapped in school, against those who decided to have them strapped.

3. To determine the extent to which strapping of pupils is done in the Edmonton Public School System.
4. To determine the extent of corporal punishment of pupils in the Edmonton Public School System, by means other than the strap.
5. To determine the extent to which any form of corporal punishment in schools is supported by teachers, parents, and administrators.
6. To determine the extent to which parents, teachers, and administrators administer corporal punishment to their children at home.
7. To determine at what age teachers, parents, and administrators feel that corporal punishment of boys and girls should cease at home.
8. To compare the stated attitudes of the following subgroups, toward corporal punishment in schools:
   (a) males and females in each group,
   (b) parents of various occupational groups, ethnic origins, and religious backgrounds,
   (c) working mothers and non-working mothers,
   (d) pupils in Divisions II and III, and
   (e) teachers and administrators of various age groups, years of teacher education, levels of work and length of employment with the Edmonton Public School Board.

Definition of Terms

The following definitions were selected for terms that will be used throughout this study.

Corporal punishment. The use of force by way of correction toward a pupil, in a teacher-pupil relationship. This definition is derived from Section 43 of the Criminal Code of Canada.

Strapping. A means of corporal punishment administered to the palms of the hands of a pupil, by means of a regulation strap.

Regulation strap. According to the Administrative Regulations issued by the Edmonton Public School Board, a regulation strap for pupils of grades 1 to 5 inclusive, must not be more than 15 inches long, 1-1/2 inches wide, and 1/8 of an inch thick. For pupils in grade 6 or higher, it must not be more than 19 inches long, 2-1/2 inches wide, and 1/4 of an inch thick.

Pupil. For the purpose of this research a pupil is a child registered and attending school in Divisions II or III (grades 4 to 9 inclusive) in the Edmonton Public School System.

Parent. A parent or guardian of a pupil as defined above.

Teacher. A teacher employed by the Edmonton Public School Board for the purpose of instructing pupils in Division II or III.

Administrator. A principal or assistant principal employed by the Edmonton Public School Board and actively in charge of an Edmonton Public School in which Division II and/or Division III pupils are instructed.

Assumptions

The following assumptions apply to this study:

1. that the principals, as professional people, would supervise the administration of the questionnaires in their schools according to the guidelines established by the researcher,
2. that the parents selected to be involved in the research

would fully cooperate with the researcher by completing the research instrument, and

3. that the responses of the participants would yield data which would be suitable for analysis by the researcher.

Limitations

Because this study investigates the attitudes of selected groups of individuals from selected schools in the Edmonton Public School System, it had the following limitations:

1. It was limited to the upper elementary and junior high school students (grades 4 to 9 inclusive) in 42 participating schools.
2. It was limited to parents of the students in the student-sample.
3. It was limited to the teachers and administrators in the participating schools.
4. The 20 junior high schools selected for the study were only about one-half of the junior high schools in the Edmonton Public School System.
5. The 22 elementary schools selected for the study were about one-fifth of the elementary schools in the Edmonton Public School System.

III. METHODOLOGY

Instrumentation

The three instruments used were developed by adopting a method

similar to that used by Hand[9] in designing his questionnaires. The researcher then administered the pupil-questionnaire to a group of randomly selected Division II and III pupils who were not a part of the pupil-sample used in the research. These pupils encountered no difficulty in following the oral and written instructions on how to complete the research instrument. Because of this, the instrument was considered acceptable for use with those pupils, parents, teachers, and administrators who would be involved in the research.

The Samples

The samples which represented the pupil-group, the parent-group, the teacher-group, and the administrator-group, were selected from 22 elementary and 20 junior high schools in the Edmonton Public School System. The schools that participated were obtained by selecting every fifth elementary and every second junior high school, from the 1972 School Directory issued by the Edmonton Public School Board. The samples for this investigation were obtained by selecting six pupils, six parents, two teachers, and one administrator from each of the 42 participating schools, to provide samples of 252 pupils, 252 parents, 84 teachers, and 42 administrators. Chapter III provides a detailed account of how these samples were selected from each appropriate population.

Data Collection

The principals in the participating schools were contacted by the researcher, by telephone, to acquaint them with the purpose of the

---

[9] Harold C. Hand, What People Think About Their Schools, (New York: World Book Company, 1948), pp. 153-219.

research and to solicit their support and cooperation. Each principal agreed to accept the responsibility of administering the questionnaires to all those persons in his school, who were selected as part of total sample. The principals also agreed to accept the responsibility of returning the completed instruments, in sealed envelopes, to the researcher for analysis.

Data Analysis

Data from the completed questionnaires were processed to produce the necessary cross-tabulations and chi-square tests of significance. The level of significance chosen was P = 0.05 in order that the significant differences between samples could be attributed to differences in populations. The responses from all the items which yielded results at the 0.05 level, using the chi-square test, were analysed to determine the findings of this study.

IV. ORGANIZATION OF THE THESIS

This chapter has presented, (1) an introduction to the problem, (2) the need for the study, (3) the research problem and subproblems which were investigated, (4) the definition of terms, (5) the assumptions, and (6) the outline of the methodology.

Chapter II reviews the related literature. It includes, (1) a brief history of corporal punishment in schools, and (2) the legal status of corporal punishment in schools. Most of the literature relates to Canada, Britain, and the United States.

The third chapter is concerned with the methodology used in the study and consists of five sections. The first deals with the

instrumentation; the second, with the population; the third, with the sample; the fourth, with the collection of the data; and the fifth, with the analysis of data yielded by the research instrument.

The fourth chapter presents and discusses the findings of the study, while the last chapter deals with the conclusions and recommendations derived from this study.

CHAPTER II

RELATED LITERATURE

The terms "discipline" and "corporal punishment" are sometimes used interchangeably, therefore some clarification of these terms is necessary for the purpose of this research. In an Alberta Teachers' Association publication titled Classroom Discipline, Clarke listed four major meanings of discipline as defined in a good dictionary. The meanings given are:

> The treatment suited to a disciple or learner, to educate, to develop the faculties by instruction and exercise, e.g., "Mr. Chips has a disciplined mind," where discipline means education.
>
> Training to act in accordance with established rules, accustoming to systematic and regular action; drill, e.g., "Miss White's students pass out books, assemble and dismiss, with perfect discipline," where discipline means order.
>
> Subjection to rule, submissiveness to order and control, control, habit of obedience, e.g., "The rules of behavior are observed by students in Miss Green's well disciplined class," where discipline means obedience.
>
> Correction, chastisement influenced by way of training and correction, hence training through suffering, e.g., "Miss Black had to discipline him, where discipline means punishment.[1]

One can readily see that the two meanings which indicate that discipline means education or order, do not imply method. The other two meanings which refer to discipline as obedience or punishment indicate the imposition of the will of one person upon another. It is when discipline means punishment, that it may mean corporal punishment.

---

[1]Stanley C. T. Clarke, Classroom Discipline, The Alberta Teachers' Association, Improvement of Instruction Series No. 8 (Edmonton: The Alberta Teachers' Association, 1968), p. 1.

Corporal punishment, as defined in Chapter I, is the use of force by way of correction toward a pupil, in a teacher-pupil relationship. Perhaps in simpler terms, corporal punishment means the correction or training of pupils through externally imposed physical suffering. The review of the literature for this research relates only to this form of punishment.

THE HISTORY OF CORPORAL PUNISHMENT

In reviewing the history of corporal punishment, an attempt is made to point out; (1) the psychology related to the use of corporal punishment; (2) the historical beginnings of corporal punishment; (3) the influence of Christianity on attitudes toward the use of corporal punishment; and (4) a brief history of corporal punishment in British, American and Canadian schools.

The Psychology of Corporal Punishment

Psychology, as the science of behavior, has attempted to provide us with the reasons why man resorts to corporal punishment. George Ryley Scott in his book, The History of Corporal Punishment, identified several such reasons. The first of these is man's inherent cruelty. To support this premise, Scott wrote:

> Man is cruel. He has always been cruel. He is cruel to everything which he considers inferior to himself. He is cruel to both his fellow men and animals. The advance of civilization has not resulted in man losing his capacity and appetite for cruelty: it has merely directed both into fresh channels, or camouflaged them, or temporarily subjugated them. The delight which man experiences in persecuting others shows itself today in various forms; and where physical persecution is impossible, psychological persecution takes its place. The fact that a barbaric act is practised under the aegis of justice, and the additional fact that it is conceived to

be fit punishment for the crime, do not alter or in any way mitigate its basic cruelty.[2]

The lasting impression that pain leaves on man's memory was given as a second reason for the use of corporal punishment. Scott stated that such punishment or fear of punishment, makes man remember to keep his promises to man and his covenants with his god. The ambivalence of pleasure and pain was given as the third reason for such punishment. Physical punishment is known to stimulate sexual desire in some people, and the accompanying pain results in pleasure. A fourth reason cited by Scott is the use of corporal punishment to maintain justice. This, he stated, may be cruelty and revenge masquerading as justice because of the inherent sadism in some people. And lastly, he referred to the superstitious belief that pain has a curative or medicinal value. Throughout the ages, and perhaps even today, examples of such a belief may be found. It is a well known fact that women's posteriors have been whipped in order to help them in the delivery of children.[3]

In the past half century or so, a number of theories of punishment have been put forth. These theories apply to all forms of punishment and therefore are applicable to corporal punishment. Boe and Church[4] stated that these theories might more properly be called hypotheses because they have not been elaborated as fully as might be expected. Their research pointed out that it has been difficult to

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[2]George Ryley Scott, The History of Corporal Punishment, (London: R. W. Laurie, 1938), p. 3.

[3]Ibid., pp. 3-29.

[4]Erling E. Boe and Russell M. Church, Punishment: Issues and Experiments, (New York: Appleton-Century Crofts, Division of Meredith Corporation, 1968), p. 85.

design experiments which could yield data that support a certain hypothesis, to the exclusion of all others. Usually several of these hypotheses can explain some major phenomena of punishment. The hypotheses referred to have been identified by Boe and Church as follows:

The Negative Law of Effect. Thorndike,[5] at first, believed that punishment produced unlearning or an undoing of learned bonds. In 1932, however, he rejected this hypothesis and substituted for it a competing skeletal and emotional response hypothesis. He then believed that such responses interfere with punished responses and thereby reduce their strength.

The Competing Skeletal Hypothesis. Guthrie,[6] in 1934, elaborated on Thorndike's hypothesis. He believed that punishment reduces the strength of the punished response if it produces a response which is incompatible with the punished response, but that it strengthens the punished response if it produces a response which is compatible with it.

The Fear Hypothesis. Thorndike believes that punishment can elicit emotional reactions. Skinner,[7] in 1935, and Estes,[8] in 1944, elaborated on this belief. They believed that punishment can result in fear which is usually incompatible with the punished response and hence reduces its strength.

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[5] Ibid., p. 85.

[6] Ibid., p. 86.

[7] Ibid., p. 86.

[8] Ibid., p. 86.

The Avoidance Hypothesis. In 1960, Mowrer,[9] took the fear hypothesis one step further. He believed that fear becomes conditioned to stimuli present during punishment and that fear elicited during subsequent tendencies toward punished behavior provides an aversive drive which is reduced when responses such as withdrawal responses are emitted. Incompatible responses are thus reinforced which cause the punished response to diminish in strength.

The Escape Hypothesis. In 1963, Fowler and Miller,[10] proposed that responses near the end of the punishment are reinforced by escape from the punishing stimulus and that they interfere with the punished response if they are incompatible with it, thus reducing it.

The Discriminating Hypothesis. According to this hypothesis, if punishing stimuli have been correlated with nonreinforcement, response rate should decrease. But, if punishment reinstates conditions of reinforcement, response rate should increase. The research of Holz and Azrin[11] in 1961, and 1962 supports this hypothesis.

These discriminatory properties of punishment may be an explanation for a number of ambiguous findings in experiments on punishment.

According to Parke and Walters[12] there is a growing awareness that the varied effects of punishment are dependent on such parameters

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[9] Ibid., p. 87.

[10] Ibid., p. 86.

[11] Ibid., p. 87.

[12] Ross D. Parke and Richard H. Walters, Some Factors Influencing the Efficacy of Punishment Training for Inducing Response Inhibition, (Chicago: The University of Chicago Press, 1967), pp. 1-5.

as intensity, timing, frequency, and consistency; the strength and nature of the response that is punished; the nature of the noxious stimulus; the affectional and/or status relationship between the agent and recipient of punishment; and the sequencing of rewards and punishments. Their review of the literature points out the results of experiments related to some of these parameters.

In the case of timing, they report experimental evidence which indicates that the earlier the punishment for undesirable behavior takes place, the more effective it is in suppressing such behavior in the future. With regard to the intensity of punishment, they point out evidence which indicates that variations in the intensity of punishment produce changes in the effect of punishment on behavior. Punishment at low levels of intensity may serve as an intensifier or reinforcer of the punished response. More severe punishment may result in a temporary suppression of a punished response or even a complete recovery. Still more severe punishment may produce a more enduring suppression, followed by a complete suppression. They also point to evidence which supports the belief that punishment by a loving and warm parent is more effective than that by a cold and hostile one. The reason given for this is that punishment by a warm parent not only is a negative reinforcer but also symbolizes a withdrawal of affection.

According to Bandura,[13] mild aversive punishments lose their effect. To be continually effective, a punishment must be almost traumatic to combat the effects of lack of reinforcement and lack of rewarded alternatives.

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[13]Albert Bandura, Principles of Behavior Modification, (New York: Holt, Rinehart and Winston, 1969), p. 36.

Redl and Wattenberg stated the following with respect to corporal punishment of children:

> In view of the high risk of undesirable results, punishment should be employed rarely and then only with the greatest caution. As a very minimum it should be clear in our minds what we hope to accomplish. This means that there should be some solid reason for believing a particular child really benefits from it. Too often the decision is made on the spur of the moment because a teacher just can no longer stand a type of conduct or the personality of a particular offender. In truth, the real purpose is to relieve the teacher or parent.[14]

The Historical Beginnings of Corporal Punishment

According to Scott there seems to be no way of knowing when flogging as a form of punishment first began. It is much older than civilization and was probably universal among all primitive people. The earliest historical records indicate the popularity and universal use of corporal punishment. The Old Testament contains all the evidence one needs to show that this form of punishment was widely employed by the Hebrews and the Egyptians. According to the laws of Moses, as many as 40 strokes of the rod could be given to those condemned as being wicked. Punishment, even for trivial offences, was extremely severe. This was true among the Romans, the Germans, the French, the British, the Russians, the Chinese, as well as among people in other countries during their early history. During the time of Jesus the whip was a favourite instrument of punishment among the Romans. The Apostles were all whipped at one time or another. And so was Jesus whipped before his crucifixion. Also, Jesus whipped the money changers in a temple in Jerusalem. When Christianity replaced the sadistic savagery of Jehovah, there was some

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[14] Fritz Redl and William W. Wattenberg, Mental Hygiene in Teaching, (New York: Harcourt, Brace and Company, 1951), p. 307.

evidence of a slight decline or lessening of corporal punishment. However, much of the severity of such punishment still remained. Under the Czars of Russia, whipping was more widely used and more savagely inflicted than in any other country in the world. China was a close second in this regard. Britain, Germany, France, Australia, and the United States were not too far behind either.[15]

Scott classified corporal punishment into two categories. The first was the penal whipping of thieves, prostitutes, slaves, servants, men in the armed forces, and children in the home and in the school. The second category was the religious whipping which included punishment as penance, as a means of suppressing heresy, as a method of inducing the fear of God, and as a way of maintaining discipline in monasteries and nunneries.[16]

Punishment and Christianity

Because Christianity has had such a profound influence on people, it is reasonable to expect that its teachings have had an influence on people's attitudes toward corporal punishment. According to Moberly, Christianity might have been expected to support the abolition of such punishment or at least to help lessen its use. "The forgiveness of sins," an article of the Christian creed, leads one to believe that God does not treat sinners with hostility. Through forgiveness, he wishes them to turn away from their wickedness. However, in traditional Christianity there are some inconsistencies. For example, while men are given the

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[15] Scott, op. cit., pp. 33-156.

[16] Ibid., pp. 33-156.

opportunities to repent and amend because of the remission won by the act of God in Christ, those who do not take advantage of this provision will be punished severely when they fall into the hands of the Living God. So it seems that modern reforms in the practice of corporal punishment do not stem from Christian inspiration. In fact, humanitarian reformers often criticize Christianity for providing a negative influence on such movements toward reform.[17]

Scott indicated that teachers of religion, and the clergy called upon the birch to help them ram their arguments home. If children sang badly at prayers or fell asleep, the prior or master stripped them to their shirts and flogged them severely. The Holy Inquisition, particularly in Spain, was known for its brutal punishments throughout the known world. Church confessors inflicted corporal punishment as penance for the commission of sins. Monasteries and nunneries used it for maintaining discipline. Christ used it to chase the money changers out of a temple. Any many Christians, including numerous saints, inflicted self-punishment in order to develop a fear of God and thus to suppress the desire to commit sin. The foregoing information seems to show that Christianity, at least up to the twentieth century, had not contributed toward any reforms in the matter of corporal punishment.[18]

History of Corporal Punishment in British, American, and Canadian Schools

Corporal punishment in the school has a long history. Solomon expressed one of the earlier theories regarding such punishment when he

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[17]Sir Walter Moberly, Ethics of Punishment, (London: Faber and Faber, 1968), pp. 66-67.

[18]Scott, op. cit., pp. 111-134.

said, "foolishness is bound up in the heart of a child; but the rod of correction shall drive it far from him."[19] He also said, "In the lips of him that hath discernment wisdom is found; but a rod is for him that is void in understanding."[20] The following quotation from Scott is a further indication that corporal punishment has been practiced in schools for many centuries:

> With the widespread popularity of whipping as a form of punishment for transgressors, and as a means of deterring others from committing crime in adult life, it was only to be expected that the whip should rank as an admirable instrument for the correction of children. Solomon's dictum: "He that spareth the rod hateth his son; but he that loves him chastises him betimes;" and his admonition: "Withhold not correction from the child; for if thou beatest him with the rod, he shall not die. Thou shalt beat him with the rod and shalt deliver his soul from hell," were acted upon to the letter by parents all over the world, and the maxim, "Spare the rod and spoil the child," was accepted and considered to constitute full and complete justification for flagellating children of both sexes right through the ages until comparatively recent times - so recent, indeed, that within memories of people of the present day who have at any rate, reached middle age, must be vivid recollections of the sting of the birch or the cane.
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> In the olden days boys and girls both, of working-class parentage, were flogged by their parents at home, and by their employers at work; while children of the aristocracy received their floggings at the hands of their governesses or private tutors, and later at school. Even so long ago as the days of Ancient Greece, pretty nearly a couple of thousand years ago, if history does not lie, the schoolmaster used the birch as an instrument of instruction. Homer was flogged by his tutor; so was Horace; and so no doubt were all those who went to school at all.[21]

For the purpose of this research, a brief history of corporal punishment in British, American, and Canadian schools will be presented.

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[19] Proverbs, 22:15.

[20] Proverbs, 10:13.

[21] Scott, op. cit., pp. 94-95.

In British Schools. Scott pointed out that the birching of boys had been inseparable from the discipline of most British schools since their origin to the beginning of the twentieth century. Britain's reputation for school floggings was equalled only by that of Germany. British teachers were referred to as "bum-bruisers." Brinsley, Locke, Dr. Johnston, and Coleridge were among those who not only supported corporal punishment strongly but also attributed much of their success to the floggings they had received. Eton, Rugby, Winchester, Shrewsburry, Westminster, Merchant Taylor's and many other institutions of learning were all known for their use of the cane or the birch. In 1699, a Scottish schoolmaster named Robert Carmichael beat one of his scholars so severely that the boy died immediately after the punishment was inflicted. For this the schoolmaster was convicted of murder and sentenced to seven lashes and banishment from Scotland for life. Floggings appear to have been looked upon as a panacea for all breaches of discipline. And so, for centuries corporal punishment went on without abatement in British schools.[22]

However, the popular use of caning and birching in British schools was not entirely without opposition. Erasmus opposed it and almost discontinued his studies because of the severe beating he had received. Rabelais described the scholars at Montague College as being treated like dogs. Letters to popular magazines, during the middle of the nineteenth century, indicated a growing opposition to the flagellation of girls. Because of this opposition and the growth of Victorian prudery, birching was abandoned to a great extent in British schools during the middle of

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[22] Ibid., pp. 95-100.

the nineteenth century. People frowned on the exposure of the naked body. They considered it indecent and immoral, particularly in the case of girls. The Puritans, who did not wish to abandon corporal punishment, substituted hand-caning for bum-bruising.[23]

To some extent at least, Solomon's dictum appeared to be losing its authority. New theories of punishment were being evolved. The stress shifted from punishment for wrong doing to punishment as a deterrent or for a reformatory purpose. This preventive theory gained wide political acceptance in Britain. It was also widely accepted by teachers and parents, and this resulted in some lessening in the frequency and the severity of corporal punishment. But teachers still favored the use of such punishment to maintain social discipline and to discourage the recurrence of breaches of school rules. It was used to reform "the culprit" and also as a deterrent to others. However, many teachers discovered that good teaching and healthy outlets for the undesirable boyhood impulses, in games and other types of physical exertion, decreased the need for physical punishment.[24]

During the earlier part of the twentieth century, there was a further decline of corporal punishment in British schools. In fact, it was believed by many that the pendulum had swung too drastically to the other side. The laws, however, still permitted caning and it was resorted to if all other means of maintaining discipline failed.[25]

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[23] Ibid., pp. 100-103.

[24] Ibid., pp. 103-104.

[25] Ibid., pp. 106-107.

In 1971, Gordon Pape, a reporter for Southam News Services, in an article titled, "Crime at Schools Startles Britain," indicated that there was a real concern on the part of teachers, parents, and Members of Parliament regarding the upswing of crime in Britain's schools. He stated that the "rapid decline of corporal punishment may be a factor."[26]

In Cardiff, Wales, corporal punishment was banned in 1968. This ban resulted in strong protests by parents and teachers. It also resulted in a rapid increase of crime among juveniles. Within two months the ban was lifted. In 1971, the Inner London Education Authority banned the cane in all the schools under its jurisdiction. This action also resulted in protests, particularly by headmasters and teachers. They felt that a decrease in the use of corporal punishment was in order but that the authority to use it under special circumstances should remain. They also felt that the promise of increased supportive services and smaller classes would not really remedy all discipline problems.[27]

In 1972, Edinburgh's primary schools banned the cane. Other local authorities were planning restrictions on the use of the cane in the infant schools, and those for the physically and mentally handicapped. It appears, then, that there is a trend in Britain to lessen or totally abolish corporal punishment in schools. But there is still a great deal of opposition to this trend by parents and teachers. The government has not shown any inclination to interfere in this matter and therefore the local authorities will have to find solutions to the problems and regulate

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[26] The Edmonton Journal, December 10, 1971, p. 4.

[27] The Times Educational Supplement, (London) December 3, 1971, p. 6.

the use of such punishment according to popular demand. Perhaps various parts of the country will arrive at different solutions and changes will not be uniform.[28]

In American Schools. Corporal punishment in what is now the United States of America dates back to the early Colonial Period of that country. Because most of the early settlers in the United States came from Britain, it may be assumed that they brought with them not only their religious beliefs, but also certain acquired attitudes toward corporal punishment in schools. Herbert A. Falk reviewed the social interpretation of the theory and social practice of corporal punishment in the schools of the United States. He stated the following:

> The theory of the rod, "as a desirable and necessary instrument of restraint upon sin and immorality" and "as an aid to learning" has persisted through the vicissitudes of nearly three thousand years of men's history. Today we still find it entrenched in the common law of the school. Corporal punishment in the school has legal sanction in all but one of our states (New Jersey), and in Delaware flogging is still a legal form of punishment.[29]

In his study of a corporal punishment in the United States, Falk first reviewed the Colonial Period, secondly, the period following the American Revolution, thirdly, the period following the Civil War, and lastly, the earlier decades of the twentieth century. A short summary of each of these periods is presented.

During the Colonial Period in American history, the theory and practice relative to corporal punishment in the schools was consistent with the theory and practice on which American society functioned. The

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[28] The Times Educational Supplement, (London) April 7, 1972, p. 8.

[29] Herbert A. Falk, Corporal Punishment, (New York: Bureau of Publications, Teachers College, Columbia University, 1941), p. 1.

American Colonies were under strong British rule and democracy, as we know it today, was non-existent. The colonists were forced to accept the rule of a British monarch. They were not involved in the government decision-making process in any way.[30]

To describe the severity of corporal punishment during the Colonial Period, Falk quoted the following from Chitwood's History of Colonial America:

> School discipline was unnecessarily severe. Not only were boys flogged and punished in other cruel ways, but initiative and innocent self-expression on the part of the pupils were rigorously suppressed. In an age when grownups were forced to accept ready-made opinions it could hardly be expected that schoolboys would be allowed to act or think except along the lines marked out for them by their elders. The schools in New England, therefore, were not an agency for giving the mind of the youth a larger freedom, but rather an instrument used by leaders for fastening upon it the fetters of a narrow conventional orthodoxy.[31]

There seems to be no doubt that corporal punishment played a major role in the control of students in the schools during the Colonial Period of American History.

During the period from the American Revolution to the Civil War, according to Falk, it appeared as if the idea of democracy would provide a new motive for education to replace the religious motive which previously existed. The old doctrine which held that pupil control could be maintained only by force, moral or physical, was replaced by a new doctrine which stated that man was a rational being endowed with natural rights and an innate sense of justice. It was generally believed that liberty could only be safe in the hands of the people themselves and that

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[30] Ibid., pp. 1-3.

[31] Ibid., p. 48.

universal education was a necessary safeguard to democracy.[32]

But in spite of the good intentions, education lagged behind social progress which pointed towards "liberty and the pursuit of happiness." There was little change in the status of corporal punishment in the schools. The following account seems to indicate this:

> A Swabian schoolmaster, by the name of Hauberle, reported the punishments which he inflicted during his fifty-one years and seven months as a teacher. The list included 911,527 blows with the cane, 12,400 blows with a rod, 20,989 blows with a ruler, 126,715 blows with the hand, 12,235 blows on the ear, 1,115,800 raps on the head, and 22,763 note benes with the Bible, grammar, and other books. Other methods of corporal punishment included kneeling on peas (777 instances), and kneeling on a triangular block of wood (613 instances).[33]

This may or may not have been typical of all schoolmasters of this period in American history, but historians indicate that cruel punishments were the rule, rather than the exception. Corporal punishment was so well rooted in religious tradition which maintained that man was cruel by nature, that such punishment was considered necessary for immediate results, and to build character. Throughout this era, then, the rod was still the emblem of authority in the school.

From the Civil War to the beginning of the twentieth century the tendency to use corporal punishment as a last resort was noticeably accelerated. Falk attributed this to the increased acceleration of social changes which left a mark on the character of the nation. The courts began to hand down more humane decisions in cases which involved criminal law. More cities prohibited the use of corporal punishment in

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[32] Ibid., pp. 69-71.

[33] Ibid., p. 70.

their prisons. Regulations to limit its use were set up by other cities, and a more apologetic attitude was noted in those who defended the use of the rod.[34]

But once again, corporal punishment remained a part of school discipline. The public, in general, did not object to it. The use of the rod was still eloquently defended by some who reiterated the authoritarian conception of society, the religious sanction of the rod, and the belief in a retributive justice as part of the divine plan. It was also noted that progress toward the elimination of corporal punishment was not due to the initiative of the teaching profession, but rather as a result of a changed social situation and the pressure of groups outside the school.[35]

Falk evaluated the practice and the opinions favoring corporal punishment during the earlier decades of the twentieth century through research. He found that its practice and the attitudes favoring it were declining. Corporal punishment was more limited, more regulated, and less frequent, but it still existed due to a cultural lag. He concluded that the abolition of such punishment would depend on special legislation, an increase in social intelligence, and on a better prepared teaching profession. These, he reasoned, were mutually complementary factors in the abolition of corporal punishment in schools.[36]

During the period which followed World War II, a review of the literature indicates that numerous studies related to corporal punishment

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[34] Ibid., pp. 126-135.

[35] Ibid., pp. 135-140.

[36] Ibid., pp. 141-146.

in American schools had been conducted. A selected number of these are referred to in this chapter. Paul Nash stated that since the last world conflict, there had been a revival of interest in corporal punishment as a means of pupil control in the public schools of the United States. According to Nash, two-thirds of the teachers and administrators polled in a 1956 survey favored the use of such punishment in schools.[37]

A nationwide sampling of American administrators' opinions by Nation's Schools in July of 1956, showed that 72 percent of the respondents favored corporal punishment in the public schools. It also showed that 69 percent of the school boards favored such punishment.[38]

In September of 1963, the National Education Association Journal attempted to show that opinions on the use of corporal punishment vary widely. This journal quoted President John F. Kennedy as saying:

> We have to think about our own children, and we are rather reluctant to see other people administering punishment to them. So I would not be for corporal punishment in the school, but I would be for very strong discipline at home so we don't place an unfair burden on our teachers.[39]

It also quoted the opinion of John A. R. Wilson, Associate Professor of Education, University of California, Santa Barbara. His opinion toward corporal punishment in schools was favorable and may be summarized as follows:

> Often times a choice will have to be made between expulsion for the good of the group as a whole and corporal punishment as a drastic

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[37] Paul Nash, "Corporal Punishment in an Age of Violence," Educational Theory, October, 1963, pp. 295-308.

[38] Nation's Schools, July, 1956, pp. 57-58.

[39] "Corporal Punishment", National Education Association Journal, September, 1963, pp. 18-20.

substitute. When the latter decision is made, the reason behind it explained, and a friendly hand offered after it is over, a boy who is headed for trouble can many times be turned in his tracks. If the corporal punishment fails, expulsion is still possible; when it succeeds, improvement begins sooner and it is more lasting. A boy's life is important to all of us and especially to him. Sometimes desperate measures are needed to save it for him.[40]

Francis Keppel, the United States Commissioner of Education, was quoted in 1953, as saying:

> My own feeling . . . is that the best place for discipline of that sort (corporal punishment) is in the American home and not in the school. I know perfectly well that situations arise, particularly in the cities, where the principal presiding officer of the building should have such authority but I am not in favor of giving it wholesale to teachers.[41]

And lastly, the National Education Association Journal quoted the opinion of James M. Spinning, former Superintendent of Schools, Rochester, New York. His opinion was less favorable than that of Wilson. He said:

> Yes, I'm opposed to corporal punishment in the schools. But I'm in favor of the legal right of the school to use it if the power is hedged with decent restraints as to the nature and degree.
>
> Except, where emergency conditions demand instant action, I believe that only the principal should inflict the punishment, and then in the presence of official witnesses, preferably including one from the home. But the teacher should be free to act when he, any member of his flock, or the culprit is put in instant and serious danger.
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> That way teachers are protected against the wayout youngster who sneers, "If you touch me, I'll have you arrested . . . Yah!" School boards are protected against the one case in a thousand that none of us can forsee where swift physical action is the only way to prevent mayhem or worse.
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> I believe the public schools should have the authority to administer corporal punishment but never, or at least considerably less than seldom, employ it.[42]

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[40] Ibid., p. 20.

[41] Ibid., p. 19.

[42] Ibid., p. 20.

Larson and Karpas pointed out that there was evidence of a great deal of controversy over the use of corporal punishment in schools and a growing trend to resort to a greater use of it as a partial answer to child delinquency. They found that in almost all the assault and battery charges brought against teachers, the decisions favored the teachers, if the punishment inflicted was not unreasonable, excessive, or malicious. They also found reasons to believe that some pupils show a favorable change in their overt behavior after corporal punishment. One Ohio superintendent said that in the 33 years he had spent in education he had never had to whip a youngster but that he didn't want to take the privilege away from any teacher who felt that there was no other way to handle some specific problem. Numerous studies indicated that a majority of superintendents were in favor of some form of corporal punishment.[43]

In the spring of 1969, the National Education Association Research Division conducted a nationwide sample survey of public school teachers in the United States. In this survey the question asked was:

> Do you favor judicious use of corporal punishment as a disciplinary measure in a school?

The data from this survey were compared with the data obtained in a similar survey conducted in 1960. The comparison showed a slight decrease in the percentage of teachers favoring corporal punishment in elementary schools, but no significant change was indicated for the secondary level.[44]

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[43] Knute G. Larson and Melvin R. Karpas, Effective Secondary School Discipline, (New Jersey: Prentice-Hall, Inc., 1963), pp. 138-140.

[44] National Education Association, Research Bulletin, (Washington, D.C., May, 1970), pp. 48-49.

According to an American Civil Liberties Union Report, a 1970 Gallup poll found that 62 percent of the people surveyed favored "spanking and similar forms of physical punishment" in the lower grades. In the same poll 53 percent of those surveyed said that discipline in the schools was "not strict enough," 31 percent termed it "just right," and only 2 percent thought it was "too strict." The remaining 14 percent had no opinion in this regard.[45]

Reflecting the view of the majority of the people involved in the Gallup poll, the Federal Commission on Reform of the Federal Criminal Code, headed by former California Governor Edmund Brown, made the recommendation that expressly allows the use of corporal punishment on school children. The recommendation reads:

> The use of force upon another person is justified under any of the following circumstances:
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> A parent, guardian or other person responsible for the care and supervision of a minor under eighteen years old, or teacher or other person responsible for the care and supervision of such a minor for a special purpose, or a person acting at the direction of any of the foregoing persons, may use force on the minor for the purpose of safeguarding or promoting his welfare, including prevention and punishment of his misconduct, and the maintenance of proper discipline. The force used for this purpose may be such as is reasonable . . . but must not be designed to cause or known to create a substantial risk of causing death, serious bodily injury, or gross degradation.[46]

Because of the national concern over "law and order" in the United States, the concern regarding laxity and permissiveness as presumed causes of student unrest, and the tendency by many to advocate simple solutions to complex problems, the attitude of the public and

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[45] "Corporal Punishment in the Public Schools," American Civil Liberties Union, (New York, March, 1972), pp. 34-36.

[46] Ibid., p. 35.

government appointed commissions is not surprising. Recently in Dallas, Texas, where corporal punishment has been a matter of public controversy, four members of the school board were defeated for re-election by candidates who supported tougher school discipline.[47]

However, in opposition to the evident support of the use of corporal punishment in schools, small groups of determined opponents of such punishment have sprung up in some parts of the United States. The Dallas Citizens Against Physical Punishment and the Committee for the Abolition of Corporal Punishment in Pittsburgh are two such groups.[48]

Recently, Marion F. Langer pointed out that there is a growing concern about the incidence of corporal punishment in American schools. The first national conference to combat such punishment was held in New York City, in 1972. It was co-sponsored by the American Civil Liberties Union and the American Orthopsychiatric Association. Eighty-five representatives from 62 national organizations attended this conference. In the plenary sessions, corporal punishment was defined to include both physical and psychological assault on a school child. A steering committee was set up to plan an ongoing national organization to combat corporal punishment in American schools. The functions of this group include the development of an information gathering and disseminating system. Such information is to include data on the incidence of corporal punishment, and briefs and decisions on legal cases which might be useful to those campaigning against corporal punishment. In addition, it is to develop facilities for providing educational information regarding

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[47] Ibid., pp. 35-36.

[48] Ibid., p. 36.

possible alternatives to corporal punishment as a means of maintaining discipline in the schools.[49]

The national organization referred to by Langer and those in Dallas and Pittsburgh are a good indication that the controversy over the use of corporal punishment in American schools is far from over. Support for the continued use of such punishment is strong among some teachers, administrators, and parents. But there is evidence that the opposing forces may be gathering strength.

In Canadian Schools. The two ethnic groups which dominated the Canadian scene since the early pioneers settled in Canada were the British and French. These people brought with them certain values and attitudes from Britain and France and there is no reason to assume that their attitudes toward corporal punishment in schools would be any different in Canada than they were in their mother countries. The principle of common law, which allowed teachers to act in loco parentis (in place of a parent) in such countries as Britain, also applied in Canada. Statutes in the Criminal Code have protected persons in authority against charges of assault related to pupils and children, at least since 1892.[50]

In the frontier days of Canadian history, discipline was usually more rigorous than it is at present. Life was too earnest and demanding to allow "permissiveness" during this period. Most of the time was spent in providing protection and the necessities of life. Hence a

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[49]Marion F. Langer, "New Year's Resolution: No More Corporal Punishment," School Progress, (Toronto: January, 1973), pp. 12, 19-21.

[50]Revised Statutes of Canada, Criminal Code of Canada, p. 115.

rigid routine was required if daily chores were to be completed. The slogan, "Spare the rod and spoil the child," was an essential part of the theory of discipline.[51]

There does not appear to be any consolidated history on the subject of corporal punishment in Canada, as there is in the United States and Britain. The Provincial Departments of Education do not have any specific information to offer in this regard, except for a few regulations. These regulations are referred to in a subsequent section of this chapter, which deals with the legal status of corporal punishment in Canada. Also, there seems to be no record of any organized attempt by any group to have campaigned against the use of corporal punishment in Canadian schools.

One recent survey in the Kamloops School District in the Province of British Columbia, done in 1972, indicated that 19 out of 22 principals favored the retention of corporal punishment in the education system. The board chairman, Cliff Branchflower, stated that the use of corporal punishment had become rare but that there are times when teachers still have to get tough.[52]

In the Province of Alberta a history of corporal punishment has not been written. Its use, although widespread, has not been publicly criticized to the extent that has been evident in Britain and the United States. The instrument of punishment was and still is the "strap".

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[51] E. Lakin Phillips and Daniel N. Wiener, Discipline, Achievement, and Mental Health, (Toronto: Prentice-Hall, Inc., 1972), p. 14.

[52] The Edmonton Journal, December 18, 1972, p. 26.

John C. Charyk made a few references to the use of the strap in Alberta schools in his book titled, The Little White Schoolhouse. These references are so few that one is left with the impression that corporal punishment in the Province of Alberta could not have been a contentious issue in the past.[53]

II. THE LEGAL ASPECTS OF CORPORAL PUNISHMENT IN SCHOOLS

The legal basis for administering corporal punishment in schools may vary from country to country. In this research references will be made to the legal basis for administering such punishment in British, American, and Canadian schools.

In Britain

In Britain the local education authorities may legislate to ban, or limit the extent of corporal punishment in the schools under their jurisdiction. As was pointed out earlier in this chapter, the Inner London Education Authority banned the cane in all the schools under its jurisdiction, in 1971. The Edinburgh Education Authority did likewise in its elementary schools, in 1972. The central government in Britain has not shown any inclination to legislate in this regard.[54] Therefore, unless a local education authority has ruled against the use of corporal punishment, the legal basis for such punishment in British schools stems from the principle, in loco parentis, which was summarized by

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[53] John C. Charyk, The Little White Schoolhouse, (Saskatoon: Modern Press, 1968), pp. 235-246.

[54] The Times Educational Supplement, (London), December 3, 1971, p. 6.

by Blackstone[55] in 1765. In spite of the controversy that is going on in Britain between those who oppose corporal punishment in schools and those who support its use, the majority of the local education authorities allow teachers and headmasters to take advantage of the law as summarized by Blackstone.

In the United States

The legal basis for administering corporal punishment in American schools is much the same as it is in Britain. There are no United States Federal Statutes which either prohibit or allow such punishment in American schools. Because of this, either the state legislatures or local school boards of education may, if they wish, legislate in this regard. If they do not wish to do so, then under the school common law, the teachers and school principals have the right to stand *in loco parentis*. This means that they have the right to use reasonable force in disciplining pupils under their care.

In order to clarify this matter for parents and educators, the Research Division of the National Education Association in the United States issued a *Research Memo* dated May, 1964. This Memo dealt specifically with the legal status of corporal punishment in the public schools of the United States. In part it reads as follows:

> The answer to the question of the extent of the teacher's immunity for criminal or civil liability for inflicting physical punishment is to be found both in well-established common law principles developed through judicial decisions and the statutory restriction and sanctions.
>
> Local boards of education may adopt rules barring the use of corporal punishment in dealing with refractory behavior of pupils.

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[55] Blackstone's Commentaries, *op. cit.*, p. 196.

> Such rules are considered a reasonable exercise of the local board's discretion, and where they exist, the teacher is bound by them.
>
> Under common law, the teacher has the legal status of a conditionally privileged person standing in loco parentis, which means "in place of a parent." The parent has wider privilege than the teacher since the teacher is limited to situations which fall within his jurisdiction and responsibility as a teacher.
>
> Subject to such limitations and prohibitions as may be defined by statute, this privilege includes physical chastisement or other forms of punishment for the purpose of enforcing reasonable discipline. In the exercise of this privilege, however, the punishment must be reasonable, not excessive or malicious, and must be given in a proper manner. The privilege is not limited to teachers alone, but applies to principals as well. It has also been held that a teacher may punish a pupil for misconduct away from school grounds, provided the correction is related to school order and discipline.[56]

State statutes prohibiting corporal punishment. The statute of the State of New Jersey which prohibits corporal punishment in all its schools, reads as follows:

> No person employed or engaged in a school or educational institution, whether public or private, shall inflict or cause to be inflicted corporal punishment upon a pupil attending such school or institution.[57]

The State of Massachusetts recently approved an act prohibiting such punishment in its public and county training schools. This act, which was passed in March of 1972, neglected to define corporal punishment.[58] The State of Maryland has also outlawed corporal punishment in its schools. Although some of the rural counties have taken

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[56] National Education Association, Research Memo, (Washington: Research Division, May, 1964), p. 1.

[57] Ibid., pp. 1-2.

[58] Newsletter of the National Committee to Abolish Corporal Punishment in the Schools. (New York: November, 1972), Vol. 1, No. 2.

advantage of the option which was provided under the state statute, and they won the right to reinstate corporal punishment in their schools.[59]

State statutes affecting corporal punishment. The National Education Association Research Memo previously referred to, further reads:

> Several different types of state statutes deal with the subject of corporal punishment, either explicitly or indirectly. These are described below. Some are to be found in the school laws: others appear in the penal statutes. While many of these laws are not of recent origin, it is to be noted that between 1958 and 1963, the following five states have enacted statutes expressly permitting the use of corporal punishment in the public schools: Virginia, 1958; California, North Carolina, and South Dakota, 1959; and Nevada, 1960. In addition, a 1963 Oklahoma criminal law fixing penalties for the beating and injury of children contains a provision that the use of ordinary force by a parent or teacher as a means of discipline, including spanking, switching, or paddling is not prohibited.[60]

State statutes permitting corporal punishment. In 1972 there were 13 states at least, with laws which allow teachers to engage in the practice of administering corporal punishment to pupils in order to maintain discipline. The following list identifies the states and their respective statutes.[61]

California:	Teacher in role of parents. (Common law allows parents to use corporal punishment.)
Delaware:	Teacher and administrator in role of parents.
Florida:	Teacher may use corporal punishment but only after he consults with the principal, and it may not be severe.

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[59] American Civil Liberties Union, op. cit., p. 32.

[60] National Education Association, op. cit., pp. 3-4.

[61] American Civil Liberties Union, op. cit., pp. 32-33.

Hawaii:	Any punishment including corporal which is necessary and reasonable.
Michigan:	May use any physical force necessary to maintain proper discipline over pupils.
Montana:	Corporal punishment only in presence of another teacher or principal and with notice to a parent or guardian, except in open defiance when no notice needed.
Nevada:	Corporal punishment discouraged, but not prohibited. Each school district can adopt rules providing for reasonable corporal punishment. But there can be no corporal punishment on face or head except in self-defence.
North Carolina:	Can use reasonable force.
Ohio:	Teacher may use reasonable corporal punishment if reasonably necessary to preserve discipline.
Pennsylvania:	Teacher in role of parent (in loco parentis).
South Dakota:	Corporal punishment if reasonable and necessary.
Vermont:	Any reasonable form of punishment including corporal to a reasonable degree.
Virginia:	Reasonable corporal punishment in good faith and not excessive.

A National Education Association study, published in 1970, had this to say about state statutes related to corporal punishment in schools:

> About one-third of the states expressly provide by statute that one of the teacher's duties is to maintain order and discipline among pupils . . . Another type of statute, found in Louisiana, Oklahoma, Pennsylvania, and West Virginia, definitely places the teacher in the position of the parents in exercising authority to control and discipline the child during the time he is in attendance at or on his way to or from school.[62]

In conclusion the same survey stated:

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[62]"Corporal Punishment and the Law," NEA Research Bulletin, Vol. 48, No. 2, (May, 1970), p. 47.

> While most states lack statutes that expressly extend to teachers the privilege of disciplining pupils by corporal punishment, indirect statutory restrictions or sanctions on corporal punishment may exist apart from school laws. The restrictions to be noted are those in the laws forbidding cruelty to children. Such laws exist in virtually all states and under them the teacher would be liable if the physical chastisement used to correct a pupil's conduct is excessive, or administered by a dangerous instrument, or in an improper manner.
>
> Also noteworthy is the recognition of the authority of the teacher to apply corporal punishment in the penal codes in some states (as, for example, New York and Texas). This recognition appears through the exclusion from the definition of assault and battery of the exercise by the teacher of force reasonable in manner and moderate in degree, to restrain and correct a pupil.[63]

Some court decisions. Over the years, there have been numerous court cases in the United States, dealing with assault and battery charges against teachers resulting from the use of corporal punishment. Also, many teachers have been dismissed from their duties for administering unreasonable corporal punishment to pupils, without being taken to court. Generally speaking, the court decisions have been favorable to the teachers. But, if the punishment inflicted upon a pupil was unreasonable, malicious, or administered in a careless or dangerous manner, the teacher was found guilty of assault and battery.[64]

Within the past two years, several suits have been initiated in the United States in order to challenge the constitutionality of corporal punishment in the schools. The results have been negative so far. The following are summaries of three such court cases:

> In Sims v. Board of Education, 40 U.S.L.W. 2058-59, (New Mexico, 1971), the U.S. District Court ruled that neither due process, equal protection privileges and immunities, free speech, nor

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[63] Ibid., p. 47.

[64] Ibid., pp. 3-5.

cruel and unusual punishment clauses invalidated the New Mexico school board policy of administering corporal punishment to students. The case involved a student who had been given three strokes for allegedly stealing an article belonging to the craft department. The court stated that it could not and would not substitute its judgment for that of the school board on what regulations are appropriate to maintain order and insure respect of the pupils.[65]

In the case of Ware v. Estes, 39 U.S.L.W., 2733, (1971), the U.S. District Court for the Northern District of Texas was petitioned to enjoin Dallas schools from allowing the use of disciplinary violence without the consent of parents. A series of witnesses described several instances of physical abuse against students. One witness, Roderick Oliver, 16, said that he was knocked unconscious last year by a teacher who objected when he re-entered Sarah Zumwalt Junior High School after school, for a drink of water. The boy's father, upon cross examination, said that the teacher told him his son had cursed him before he swung at the boy. Federal Judge William H. Taylor, Jr., refused to issue the injunction on the grounds that he had no jurisdiction in the case. He further stated that "no violation of students' constitutional rights had been established during the two-day hearing." The American Civil Liberties Union of Texas is appealing the decision.[66]

In January of 1972, a federal judge rejected a plea for a temporary ban on paddling in the Northgate, Pennsylvania, School District, in Alleghany County. The request was made by a mother of a 12-year old boy who had been punished with a paddle three times for fighting in the classroom. Judge Joseph F. Weis, Jr., refused to issue the ban, but did admit that certain instances of corporal punishment might be judged unconstitutional. The American Civil Liberties Union of Pittsburgh decided to take this case back to court, hoping to get a permanent injunction against corporal punishment in the Northgate public schools. To date there is no word of any decision having been reached.[67]

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[65] American Civil Liberties Union, op. cit., p. 27.

[66] Ibid., pp. 27-28.

[67] Ibid., p. 28.

In summary, it may be said that the people opposed to corporal punishment of pupils in the schools of the United States are attempting to circumvent the common law principle which allows a teacher to stand in the place of a parent, and any state laws or local school board regulations permitting corporal punishment in schools. They are hoping to do this by getting court decisions which would declare corporal punishment in schools as unconstitutional. If the courts rely on the school common law principle and other court precedents, which are numerous, there is little hope that corporal punishment will be outlawed on constitutional grounds.

In Canada

The legality of corporal punishment in Canadian schools is established by Section 43 in Chapter 51 of the Canadian Criminal Code as amended in 1965. As far back as 1951, Justice McDougal of the Quebec Court of King's Bench, clarified the legality of corporal punishment in Canadian schools when he stated:

> That schoolmaster and parents have a right to use force in order to discipline their pupils and children is undeniable. What would under the law generally be an assault is permitted in the case of school children provided that the offence committed by the child merits punishment and that the punishment inflicted is reasonable and appropriate to the offence. That the punishment naturally may cause pain hardly needs to be stated; otherwise its whole purpose would be lost.[68]

Occasionally, Canadian Courts have been called upon to determine whether "reasonable" force was used by the teacher inflicting the corporal punishment. This is because Section 43 of the Canadian Criminal Code does not define what is meant by "reasonable" force. Fortunately,

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[68] Campeau v. King. (Quebec Court of Appeal) 103 Criminal Code of Canada, 355, p. 360.

there are many British and American precedents for Canadian jurists to draw upon. The following cases quoted by Bargen indicate what might be considered as "reasonable" or "unreasonable" punishment where force is used.

In a case of the State v. Pendergrass, a United States Court handed down a decision which sheds some light in this regard. Part of this decision reads as follows:

> It is not easy to state with precision the powers the law grants to school masters with respect to the correction of their pupils. It is analogous to that which belongs to parents, and the authority of the teacher is regarded as a delegation of parental authority . . . . The line which separates moderate correction from immoderate punishment can only be ascertained by reference to general principles. The welfare of the child is the main purpose for which pain is permitted to be inflicted. Any punishment, therefore, which may seriously endanger life, limbs, or health, or shall disfigure the child, or cause any other permanent injury, may be pronounced in itself immoderate, as not only being unnecessary for, but inconsistent with the purpose for which correction is authorized. But any correction, however severe, which produces temporary pain and no permanent ill, cannot be so pronounced, since it may have been necessary for the reformation of the child, and does not injuriously affect his future welfare.[69]

In the Canadian case of Andrew v. Hopkins, the Court ruled that the punishment was unreasonable. The judgment of the Court was as follows:

> I have no doubt the marks on the child's arms and breast were caused by the teacher's strap and I am disposed to believe the teacher that she did not intentionally strike the child on the arms or breast, but I do think, by the exercise of reasonable care such as taking hold of the child's wrist, the blows could have been confined to the palm of the hand as they should be. I think there was negligence on the part of the teacher for which she must be held responsible.[70]

In summarizing the principles derived from court decisions in

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[69] Bargen, op. cit., p. 127.

[70] Ibid., p. 131.

cases involving corporal punishment in Canadian schools, Bargen wrote:

> . . . In general, however, it might be said that teachers imposing corporal punishment should be careful in all cases to remain strictly within the rules of common law that have been so clearly and forcibly laid down in the cases referred to. Even though the teacher has the right to inflict corporal punishment, such punishment should not be administered maliciously, wilfully, capriciously, or too severely. A proper instrument of punishment must be used, and it must be applied to that part of the body where there is little risk of permanent injury.[71]

Provincial laws and regulations. Alberta's position with regard to corporal punishment in schools was previously explained in Chapter I. The Government of the Province of Alberta takes the view that all discipline is a matter for local administrations. This means that local school boards may set out guidelines or regulations in this regard, providing that they do not conflict with Section 43 of the Criminal Code of Canada.

The position of British Columbia, regarding the use of corporal punishment in schools, has changed recently. Prior to February 16, 1973 teachers were allowed to exercise such discipline as may be administered by a kind, firm, and judicious parent.[72] However, on that date Education Minister Eileen Dailly announced a ban on corporal punishment in British Columbia's schools. She said that she could not "in all consciousness" preside over a system which allows such treatment of children.[73] She further stated:

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[71] Ibid., p. 133.

[72] Canadian Education Association, Information Bulletin: A Report on Corporal Punishment in Canadian Schools, (Toronto: December, 1967), p. 3.

[73] "B.C. bans the strap in schools," The Edmonton Journal, February 15, 1973, p. 17.

> Surely, if we want to reduce acts of violence in the community we must eliminate it in our schools. If we want to develop future generations into more humane people we must practice more humanity ourselves.[74]

In Saskatchewan, Regulation 12 of the Regulations of the Department of Education provides the only guidelines with regard to disciplinary action in schools. It reads:

> The pupils shall conform to the rules of the school and submit to such discipline as would be exercised by a kind, firm, and judicious parent.[75]

In Manitoba the Department of Education Regulations, Part VI, which outline the duties of teachers merely state that discipline is left to the principal, subject to the provisions of the Public Schools Act, the Department of Education Regulations, the instructions of the school board and the local inspectors. There is no provincial regulation which states that corporal punishment may not be used in Manitoba schools.[76]

In Ontario, the Department of Education stated its position on corporal punishment in a memo dated December 16, 1968. It reads as follows:

> Hitherto it generally has been assumed that while corporal punishment was not specifically authorized by any Act or Regulation, it nevertheless was condoned under Section 40(1)(b) of Ontario Regulation 339/56 which states that, "A pupil shall submit to such discipline as would be exercised by a kind, firm, and judicious parent."
>
> Without commenting in any way of the responsibilities or

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[74] Ibid., p. 17.

[75] Department of Education Regulations, Province of Saskatchewan, February, 1973.

[76] The Manitoba Gazette, August 1, 1970, Vol. 99, No. 31.

prerogatives of parents, it is suggested that this regulation should be interpreted as providing, within the context of the school, an atmosphere of respect and trust between students and teachers with the cultivation of individual responsibility as a major goal.

The Provincial Committee on Aims and Objectives of Education in the Schools of Ontario in dealing with this matter made this observation, "A child is not a young adult, and just as we accept his need to increase in wisdom, we must assume his need to grow toward maturity of conduct. The application of punishment in the area of behavioral learning is not more defensible than its application in any other area of learning."

Consequently, it is considered that the use of corporal punishment in any form is not appropriate in the schools of Ontario and it is recommended that principals and teachers refrain from its use.[77]

The Government of Quebec is fairly specific with respect to the use of corporal punishment in schools. The following is an excerpt from the Regulations of the Minister of Education:

De s'efforcer de faire comprendre aux élèves qu'ils son à l'école sous une direction paternelle, d'éviter autant que possible les punitions corporelles et de n'employer aucune punitions dégradante. Il devra éviter de frapper les élèves à la tête ou à la figure avec la main ou de toute manière. Dans les écoles ou il y a un principal ou directeur, les punitions corporelles lui sont reservées.[78]

The following is an English translation of the Quebec regulation dealing with corporal punishment in Quebec schools:

Strive to make the pupils understand that they are under parental direction at school. Avoid corporal punishment as much as possible, and do not employ any degrading punishment. Avoid hitting the pupils on the head or in the face with the hand or in any other manner. In schools with principals, the right to administer corporal punishment is reserved for them.

In New Brunswick the policy of the Department of Education is stated in the following regulation under the School Act of that province:

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[77] Ontario Department of Education, Memo Re: Corporal Punishment, December 16, 1968:

[78] Regulations of the Minister of Education, Province of Quebec, February, 1973.

> It shall be the duty of the teacher. . . to practice such discipline as may be exercised by a kind, firm, and judicious parent in his family, to avoid indiscreet haste in the discipline of his pupils and, in any difficult cases, to apply to the principal for advice and direction.
> (Section 29(i) of New Brunswick Regulations 67-67).[79]

Nova Scotia's Department of Education attitude toward corporal punishment is that each teacher should treat each child as would a kind and judicious parent. The strap should be kept in the teacher's desk and used only as a last resort.[80]

The Department of Education in the Province of Prince Edward Island holds the same views toward corporal punishment in schools as is the case in Nova Scotia.[81]

In Newfoundland, Section 83 of the Schools Act states:

> Teachers are permitted to administer corporal punishment in reason and with humanity, but they shall refrain from the use of it, until other means of discipline have been tried, and striking children on the head is forbidden, and corporal punishment shall not be administered to delicate or nervous children.[82]

It is evident that this section of the Schools Act in Newfoundland, attempts to regulate corporal punishment so that unreasonable punishment would not be administered to school pupils.

School board policies and practices. A Canadian Education Association survey of 118 of the larger school boards across Canada resulted in 75 replies of which 64 were usable. The following tables

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[79] Canadian Education Association, op. cit., p. 5.

[80] Ibid., p. 5.

[81] Ibid., p. 6.

[82] Province of Newfoundland, The Schools Act, Section 83, p. 54.

shed some light as to the authorization of corporal punishment and the administration thereof, as reported by the 64 school boards. Most of the boards submitted regulations or official policy statements. Some indicated that they left discipline in the hands of the teachers or the principal. Most of the regulations and policies recommended corporal punishment "as a last resort" measure. As to the actual practice of corporal punishment, school boards reported that this was infrequent.[83] According to data in Table 1, it is evident that the pattern for authorizing corporal punishment in schools varies from province to province.

It is assumed that data in Table 2 which follows, is self-explanatory. However, it is interesting to note that the Province of Quebec and New Brunswick do not require a witness to the administering of corporal punishment, nor do they require to keep a record of it. Prince Edward Island does not require a record to be kept, either.

SUMMARY

The beginnings of corporal punishment appear to be buried in antiquity. The Bible and recorded history provide ample evidence of the extensive use of such punishment throughout the ages. Solomon's dictums have had a profound effect on the attitudes of parents and teachers toward the use of corporal punishment. Christianity has always promised severe punishment to those who do not repent for their sins. Members of the Holy Inquisition, church confessors, and many other Christians have been guilty of administering brutal physical punishment to those who committed sins against the church and God. Flogging and other brutal

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[83] Canadian Education Association, op. cit., p. 10.

TABLE 1*

DISTRIBUTION OF VARIABLES RELATING TO THE

AUTHORIZATION OF CORPORAL PUNISHMENT

PROVINCE	SCHOOL BOARDS	PRINCIPAL ONLY	PRINCIPAL OR TEACHER DESIGNATED	PRINCIPAL MUST GIVE CONSENT	PRINCIPAL MUST ADMINISTER OR WITNESS
B.C.	8	-	-	-	-
Alta	7	-	1	2	1
Sask.	5	-	1	1	-
Man.	6	-	-	3	-
Ont.	15	-	2	4	-
P.Q.	17	17	-	-	-
N.B.	1	1	-	-	-
N.S.	3	-	-	-	-
P.E.I.	2	-	-	1	-
TOTAL	64	18	4	11	2

*This information was taken from the Canadian Education Association, Information Bulletin: (Toronto: December, 1967), p. 10.

TABLE 2*

DISTRIBUTION OF VARIABLES RELATING TO THE

ADMINISTRATION OF CORPORAL PUNISHMENT

PROVINCE	NUMBER OF BOARDS	STAFF ONLY	ON HANDS ONLY	SHOULD BE WITNESS	MUST BE RECORD	OUTSIDE CLASSROOM
B.C.	8	-	-	3	8	1
Alta	7	7	6	4	5	1
Sask.	5	5	5	2	2	-
Man.	6	4	3	1	4	-
Ont.	15	10	8	14	13	5
P.Q.	17	-	4	-	-	4
N.B.	1	1	1	-	-	-
N.S.	3	3	3	3	1	3
P.E.I.	2	1	1	1	-	1
TOTAL	64	31	32	28	33	15

*This information was taken from the Canadian Education Association, Information Bulletin: (Toronto: December, 1967), p. 11.

forms of punishment which produce physical pain have been employed by many human institutions as well as countries.

Psychologists and writers have advanced many reasons why this form of punishment has been used so extensively in the past and why it continues to have considerable support even today. Some of the reasons given are: man's inherent cruelty, the lasting impression that pain leaves on man's memory, the ambivalence of pleasure and pain, the need to maintain justice, a belief that physical pain has a curative or medicinal effect, and that the fear of pain from physical punishment tends to discourage undesirable behavior. The emphasis on various reasons for using corporal punishment appears to vary from time to time, depending on the philosophy prevalent at the time.

Corporal punishment in schools appears to have been present ever since schools first made their appearance. In Britain the birch and the cane have played a major role in the discipline of pupils throughout the centuries. In Britain, school common law permits such punishment unless it is banned by local education authorities. There has been evidence of some opposition to the use of corporal punishment in British schools during the last few centuries. This opposition has increased in strength and recently the London Local Education Authority has banned the cane in all its schools. Also, the Edinburgh Local Education Authority has banned the cane in its primary schools.

In the United States the story regarding corporal punishment in schools is similar to that in Britain. School common law allows such punishment unless state laws or school board regulations prohibit it. At present only two states, New Jersey and Massachusetts, have banned

corporal punishment in their schools. Many surveys indicate that most teachers, principals, superintendents, and school boards still approve this form of punishment as a means of pupil control in their schools. But there is considerable opposition being generated by a national organization which was formed in 1972. This organization has pledged itself to work toward the abolition of corporal punishment in American schools. It is attempting to gather and disseminate information regarding such punishment in the schools, and to gather and disseminate information which will provide alternatives to such punishment as related to pupil control.

In Canada a Federal statute permits corporal punishment in the schools. Most of the provinces and many school boards attempt to regulate this form of punishment in order to protect the pupils from unreasonable or malicious infliction of physical suffering. Two provinces have recently indicated that they did not want teachers or principals to inflict corporal punishment upon their pupils. Ontario, in December of 1968, had recommended that corporal punishment not be used as a method of discipline, while British Columbia announced an outright ban of such punishment in February of 1973. The legality of such bans remains questionable in view of Section 43 of the Canadian Criminal Code.

CHAPTER III

METHOD OF CONDUCTING THE RESEARCH

This chapter describes in detail the method used in conducting the research.

Developing the Instruments

The method used in designing the research instruments for the pupils, parents, teachers, and administrators was similar to that employed by Hand[1] when he developed questionnaires to determine what people think about their schools. Hand's questionnaires were based on a variety of "components" or "specifics."

Similarly, in this research a number of "specifics" were identified as being related to the use of corporal punishment in schools. These "specifics" were:

1. Attitudes of pupils, parents, teachers, and administrators toward:
   a. the use of corporal punishment in schools;
   b. corporal punishment as an attempt to improve pupil behavior;
   c. corporal punishment as an attempt to improve pupil achievement;
   d. the extent to which corporal punishment is used in our schools;

[1] Hand, op. cit., pp. 153-219.

e. obtaining parental permission before administering corporal punishment to pupils; and

f. the notification of parents after corporal punishment has been administered to pupils.

2. Information regarding:

a. the percentage of pupils, parents, teachers, and administrators who have been strapped at school;

b. the percentage of pupils, parents, teachers, and administrators who have received corporal punishment at school by means other than the strap;

c. the percentage of pupils who have been strapped in the Edmonton Public School System;

d. the percentage of pupils who have received corporal punishment in the Edmonton Public School System by means other than the strap;

e. the extent of grudge holding by those who have received corporal punishment at school; and

f. the age at which corporal punishment should cease at home.

Specific questions were formulated that would yield data having relevancy to these "specifics." To pretest the research instrument that was to be used with those who made up the pupil-sample, the researcher administered it to 18 randomly selected pupils from Divisions II and III pupils who were not a part of the pupil-sample used in this research. This pilot group of pupils encountered no difficulty in following the instructions on how to complete the research instrument, nor did they

encounter any difficulty in interpreting the questions of the research instrument. Because of this, the researcher considered the other questionnaires that would be used with the parent, teacher and administrator samples as being acceptable for those samples.

In their final form, the questionnaires for parents, teachers and administrators were identical except for the section on Personal Data which was different on the parent-questionnaire. Questions 1 to 12 inclusive on the pupil-questionnaire were the same as on the above-mentioned research instruments. Questions 13 and 14 on the pupil-questionnaire were designed to elicit information regarding the extent to which corporal punishment was being practiced in their schools in the Edmonton Public School System.

The Population

All the figures given for the pupil, teacher and administrator populations were derived from an Edmonton Public School Board statistical publication titled, Facts '72, Edmonton Public Schools.[2]

The pupil-population, at the time of the survey, in Divisions II and III in the Edmonton Public School System numbered approximately 36,300. An exact figure is not given because an exact breakdown between the populations in Divisions I and II of the school system was not available. According to Facts '72, the elementary school population in the Edmonton Public School System, at the time of this survey, was 37,059. This included all pupils in Divisions I and II. The researcher assumed that the number of pupils in Division I and Division II was equally

[2] Facts '72 was published by the Information Office of the Edmonton Public School Board in 1972.

divided. By taking one-half of the figure given as the population in Divisions I and II, and adding it to the figure given for the population in Division III, the figure of 36,324 was arrived at.

The parent-population consisted of all the parents of the pupils in the pupil-population. An exact figure could not be determined because no figures were available to determine how many pupils had one parent and how many had two parents. Also, it was not possible to determine the average number of children from each family, who were attending school. If one were to assume that each pupil had two parents and that there were two pupils attending school from each family, the parent-population would be 36,324.

The teacher-population included the teachers of pupils in Divisions II and III in the Edmonton Public School System, and numbered approximately 1,630. Again, it was impossible to give an exact figure because an accurate breakdown of the teachers in Divisions I and II was not available. It was assumed that the breakdown was equal. One-half of the teachers in Divisions I and II were added to the number given for Division III to arrive at the figure of 1,630 as the teacher-population for Divisions II and III.

The administrator-population included principals and assistant-principals from schools in the Edmonton Public School System which provided instruction to pupils in Divisions II and III. This population included 130 principals and 109 assistant-principals. It is evident that each school did not have an assistant-principal.

The Sample Selection

Due to the large numbers of pupils, parents and teachers in the

Edmonton Public School System, it was not feasible to involve the total populations of these groups in the research. A system of sample selection had to be devised by the researcher. The first step in this system was to select a limited number of schools from which the samples would then be chosen.

Selecting the schools. Out of a possible total of 130 schools, 42 were selected as sample-schools. The researcher made this selection by choosing every fifth elementary school and every second junior high school from the 1971-72 Edmonton Public School System School Directory. This procedure yielded 22 elementary schools and 20 junior high schools. The geographic distribution was such that these schools were located in all parts of the City of Edmonton. Figure 1 shows this geographic distribution.

Administrators in these schools accepted the responsibility of selecting the pupil, parent, teacher, and administrator samples for their schools, according to the instructions provided them by the researcher. The complete instructions may be found in Appendix B.

Briefly, the following methods were used to select the samples for this study:

The pupil-sample. In each sample-school the administrator was asked to select two pupils from each grade in Division II or Division III depending on whether the school was an elementary or a junior high school. It was decided that numbers be assigned to the students in each grade and duplicate numbers be dropped into a box. From these numbers in the box, representing pupils in each grade, two were drawn to identify the pupils who would be included in the pupil-sample. This procedure yielded

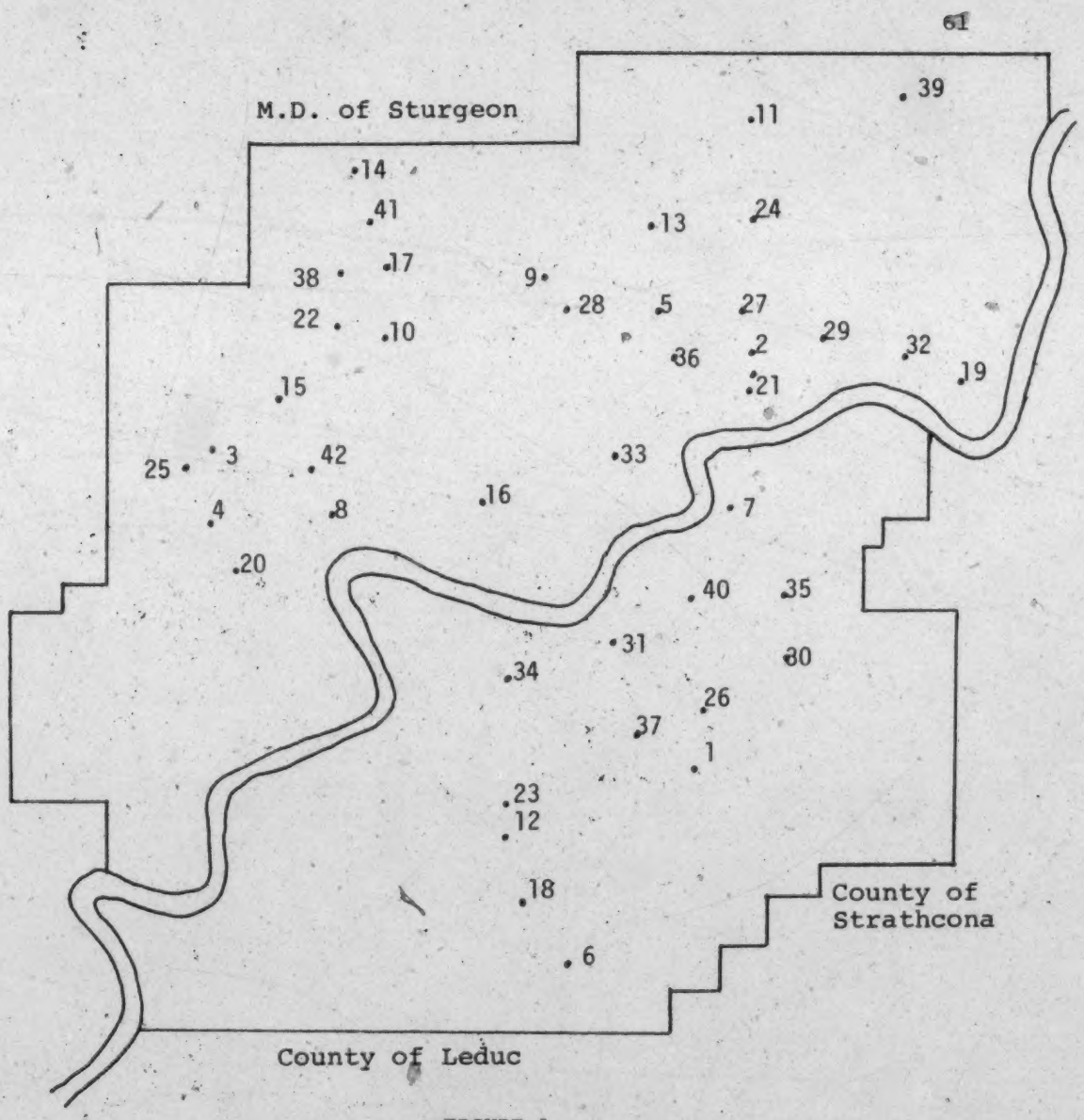

FIGURE 1.

LOCATION OF SCHOOLS WHICH

PARTICIPATED IN THE STUDY

For names of participating schools refer to Appendix B.

Figure 1 shows the boundaries of the City of Edmonton and the Edmonton Public School System. The location of each participating school is shown within these boundaries.

252 pupils for the pupil-sample which was used in the study.

The parent-sample. The parents of the pupils in the pupil-sample were selected to be the parent-sample. It was left to the discretion of the parents whether the male parent or the female parent would complete the research instrument.

The teacher-sample. In each sample-school the principal assigned numbers to the teachers teaching in Division II in the elementary schools or in Division III in the junior high schools. Duplicate numbers were placed into a box from which two numbers were drawn in each participating school. Following this procedure 84 teachers were identified for the teacher-sample.

The administrator-sample. The principal and assistant-principal in each sample-school decided by a toss of a coin as to which one would complete the research instrument. This "coin-toss" method identified 42 administrators as members of the administrator-sample.

Sample Description

The pupil-sample. Out of a possible 252 pupils, 238 responded to the questionnaire. This represented 94.4 percent of the pupil-sample. Data from the research instrument which dealt with "personal facts" revealed that of the 238 pupils who participated 125 were males and 113 were females. These data also revealed that 231 of these pupils received all of their education in Canadian schools. The remaining seven pupils received part of their education in other countries. Data from Table 3 show that five of the seven pupils received part of their education in elementary schools in the United States. These data also show that the schools of Austria and Malaysia were responsible for providing the two

other pupils with part of their education. Other data from this table also indicate the number of years of education that each student received in these countries.

TABLE 3

DISTRIBUTION OF PUPILS WHO ATTENDED SCHOOLS IN COUNTRIES OTHER THAN CANADA

NO. OF SCHOOLS	COUNTRY	NO. OF YEARS OF EDUCATION
1	Austria	1
1	Malaysia	1
3	U.S.A.	1
2	U.S.A.	2
TOTAL 7		

The seven pupils referred to in Table 3 represented only 2.9 percent of the 238 students who participated in the research. This was considered to be an insufficient number to yield any useful data which might indicate a significant difference in attitudes toward corporal punishment as compared with the attitudes of those pupils who attended only Canadian schools.

The research instrument also provided data which indicated the grade and sex for each pupil. Table 4 shows the distribution of the pupil respondents by division, grade, and sex.

The 44 pupils who responded from each of grades 4, 5, and 6 represent a 100 percent return from the pupil-sample in the elementary

schools. Thirty-four completed questionnaires were received from grade 7 pupils. This represented 85 percent of the grade 7 pupils who were involved in the study. Thirty-two grade 8 pupils completed their questionnaires. This represented 80 percent of the grade 8 pupils who were participants in the study. The return from the grade 9 pupils was 100 percent.

TABLE 4

DISTRIBUTION OF PUPILS BY DIVISION, GRADE, AND SEX

	GRADE	(M)	(F)	NO. OF RESPONDENTS	TOTAL POSSIBLE
DIVISION	(4	25	19	44	44
II	(5	25	19	44	44
	(6	20	24	44	44
Sub-Totals		70	62	132	132
DIVISION	(7	19	15	34	40
III	(8	16	16	32	40
	(9	20	20	40	40
Sub-Totals		55	51	106	120
TOTALS		125	113	238	252

The parent-sample. Out of a possible 252 parents, 229 participated in the study by completing the research instrument. Of these 229 parent participants, 154 were females and 75 were males. The parental status for each sex group is shown in Table 5.

TABLE 5

DISTRIBUTION OF PARENTS BY PARENTAL STATUS

PARENTAL STATUS	NUMBER	PERCENTAGE
Fathers	71	31.0
Step-fathers	4	1.8
Mothers	153	66.8
Others (aunt)	1	.4
TOTAL	229	100.0

Data from this table show that the number of female parents who participated in this research was slightly more than twice the number of male-parent participants. Other data in the table are self-explanatory.

Table 6 classifies the male parents by their occupational groups, and the female parents as working and non-working parents. The female parents were classified in this manner because 95.4 percent of those mothers who were working fell into the category of white-collar workers. This made it appear more logical to compare attitudes of working mothers and non-working mothers, rather than by occupational groups. The table classifies all the parents by their religious backgrounds and their ethnic origins. In the occupational groups, the generic classification of male blue-collar workers included tradesmen, servicemen, operational transport workers, construction workers, driver-salesmen, custodial workers, and casual laborers. Included in the male white-collar category were salesmen, clerks, office workers, business executives, and management personnel. Included under the heading of male professional workers

TABLE 6

PARENT DISTRIBUTION BY OCCUPATIONAL GROUPS,

RELIGIOUS BACKGROUND, AND ETHNIC ORIGIN

OCCUPATIONAL GROUPS			RELIGIOUS BACKGROUND			ETHNIC ORIGIN		
	NO.	PERCENT		NO.	PERCENT		NO.	PERCENT
(Male)								
Blue-collar workers	46	20.1	Protestant	158	69.0	British	85	37.1
White-collar workers	21	9.2	None stated	41	17.9	None stated	51	22.3
Professional	4	1.7	Others	15	6.5	German	29	12.7
None stated	3	1.3	Greek Orthodox	10	4.4	Others	23	9.9
Clergymen	1	0.4	Jehovah's Witness	5	2.2	Slavic	20	8.8
(Female)						Scandinavian	14	6.1
Homemakers	100	43.7				Dutch	7	3.1
Working mothers	54	23.6						
TOTAL	229	100.0		229	100.0		229	100.0

were lawyers, engineers, teachers, and architects.

Sixty-nine percent, 158/229, of the parents who participated in the study indicated their religious preferences as: Anglican, Methodist, Presbyterian, Lutheran, or members of the United Church. Forty-one parents, 41/229, or 17.9 percent of the total did not state their religious preference. Fifteen parents, 15/229, or 6.5 percent of the total gave their religious preference as Salvation Army, Latter Day Saints, Christian, Roman Catholic, Church of God, Reorganized Church of Jesus Christ, Agnostic, Christian Brethren, and Unitarian. These parents were grouped under the title of "Others." Ten parents, 10/229, or 4.4 percent of the total indicated that they were Greek Orthodox, while five parents, 5/229, or 2.2 percent of the total said that they were Jehovah's Witnesses. The question directed at the religious background was optional and this may account for the large number of parents who did not complete this part of the questionnaire.

Another optional question on the questionnaire for parents was the one which asked the participants to state their ethnic origin. The following scheme was used for categorizing this information. Parents of Polish, Czechoslovakian, and Russian origin were all included in the "Slavic" category. Those of Norwegian, Swedish, and Danish origin were classified as "Scandinavian." There were only two parents of French origin and they were placed in the "others" category. Data in Table 6 show that 85/229, or 37.1 percent of the parents stated they were British; 51/229, or 22.3 percent of the parents did not list their ethnic background; 29/229, or 12.7 percent were German; 23/229, or 9.9 percent were of a variety of ethnic backgrounds, each too small in

number to list separately; 20/229, or 8.8 percent were of Slavic origin; and 7/229, or 3.1 percent were of Dutch origin.

The teacher-sample. Out of a possible total of 82 teachers selected as participants for the teacher-sample, 80 participated in the study. Forty-two were male and 38 were female. Table 7 classifies the teacher-sample by age.

TABLE 7

AGE GROUPS OF TEACHER PARTICIPANTS

AGE GROUPS	NO.	PERCENT
20 to 30 years inclusive	42	52.5
31 to 40 years inclusive	16	20.0
41 years and over	22	27.5
TOTAL	80	100.0

Data from this table shows that 42/80, or 52.2 percent of the teachers were 20 to 30 years of age; 16/80, or 20 percent of them were 31 to 40 years old; and 22/80, or 27.5 percent were 41 years old and over.

Table 8 classifies the teachers according to grade level taught. The data in this table show that 44/80, or 55 percent of the teachers were teaching at the Division II level (elementary school), and 36/80, or 45 percent, at the Division III level (junior high school). Since there were 22 elementary schools involved in the study and two teachers were selected from each of these schools, it is evident that 100 percent of the elementary school teachers participated in the study. Thirty-six teachers out of a possible 40 at the Division III or junior high school

level participated. This represented a 90 percent participation at that level.

Table 9 classifies the teacher participants according to their years of teacher education.

TABLE 8

WORK LEVEL OF TEACHER PARTICIPANTS

GRADE LEVELS	NO.	PERCENT
Grades 4, 5, & 6 (Division II)	44	55.0
Grades 7, 8, & 9 (Division III)	36	45.0
TOTAL	80	100.0

TABLE 9

YEARS OF TEACHER EDUCATION OF PARTICIPANTS

NO. OF YEARS	NO.	PERCENT
1 to 3 years inclusive	14	17.5
over 3 years	66	82.5
TOTAL	80	100.0

According to the data in Table 9, 14/80, or 17.5 percent of the teacher participants had three years or less of teacher education. There were 66/80, or 82.5 percent who had four years or more of teacher education.

Table 10 classifies the teachers involved in this study according to their years of service with the Edmonton Public School Board. Data in this table indicate that 35/80, or 43.75 percent of the teachers

had under five years of tenure with the Edmonton Public School Board; 24/80, or 30 percent of them had 5 to 10 years of tenure; and 21/80, or 26.25 percent had over 10 years of tenure with the school board.

TABLE 10

PARTICIPATING TEACHERS' EMPLOYMENT WITH THE EPSB*

NO. OF YEARS	NO.	PERCENT
Under 5 years	35	43.75
5 to 10 years inclusive	24	30.0
Over 10 years	21	26.25
TOTAL	80	100.0

*Edmonton Public School Board

Table 11 classifies the participating teachers according to their teaching experience outside of Canada. According to data from this table, 76/80, or 95 percent of the teachers had no teaching experience outside of Canada. Two out of 80, or 2.5 percent of these teachers had 1 to 3 years of teaching experience outside of Canada. A similar percentage had 4 to 6 years of teaching experience in foreign countries.

TABLE 11

TEACHING EXPERIENCE OF PARTICIPATING TEACHERS, OUTSIDE OF CANADA

NO. OF YEARS	NO.	PERCENT
None	76	95.0
1 to 3 years inclusive	2	2.5
4 to 6 years inclusive	2	2.5
TOTAL	80	100.0

The administrator-sample. Out of 42 administrators selected to be involved in the administrator-sample, 41 participated in this investigation. Of these 41 people, 36 were males and 5 were females. All the administrators had over 3 years of teacher education. Nineteen of these participants held the position of assistant-principal, while 22 held the position of principal.

Table 12 classifies the administrator participants by age.

TABLE 12

AGE OF ADMINISTRATOR PARTICIPANTS

AGE GROUPS	NO.	PERCENT
20 to 30 years inclusive	3	7.32
31 to 40 years	19	46.34
41 years and over	19	46.34
TOTAL	41	100.0

Data in this table show that only 3 of the administrators were between 20 and 30 years of age. Nineteen of the administrator participants listed their age as 31 to 40 years old. The remaining 19 administrators listed their age as being 41 years old or over.

Data in Table 13 show the classification of the administrators according to the years of service they had with the Edmonton Public School Board. Data in this table are self-explanatory and need no further elaboration.

According to the collected data from the administrator-questionnaires only one administrator had any teaching experience outside of

Canada. That experience was in Germany for a period of one year.

TABLE 13

ADMINISTRATORS' YEARS OF SERVICE WITH THE EPSB*

NO. OF YEARS	NO.	PERCENT
Under 5 years	1	2.44
5 to 10 years	11	26.83
Over 10 years	29	70.73
TOTAL	41	100.0

*Edmonton Public School Board

Table 14 classifies the administrators' level of supervision.

TABLE 14

ADMINISTRATORS' LEVEL OF SUPERVISION

GRADE LEVELS	NO.	PERCENT
Grades 4, 5, & 6 (Division II)	22	53.66
Grades 7, 8, & 9 (Division III)	19	46.34
TOTAL	41	100.0

Administering the Research Instrument

The principal in each of the 42 participating schools had agreed to administer the questionnaires to the six pupils, six parents, two teachers, and one administrator, who were selected in his school as participants in this research. Verbal as well as written instructions were provided to these principals. The written instructions may be found in Appendix A.

In each participating school, the principal supervised the six pupils while they were completing their questionnaires. He then collected the completed questionnaires and sealed them in an envelope provided for that purpose. He also distributed the teacher and administrator questionnaires to the two teachers and one administrator in his school, who were selected as participants in this research. The completed questionnaires, in sealed envelopes, were collected by the principal. To complete the administering of the research instruments, the principal sent the parent-questionnaires home with the pupil-participants. Instructions to parents were included with their questionnaires. The pupil-participants then brought back the completed questionnaires in sealed envelopes. The principal then sealed all the completed questionnaires in a large self-addressed envelope which he returned to the researcher.

Treatment of the Data

All the raw data from the completed questionnaires were manually tabulated. A frequency and percentage in each response category for each item were calculated for all the respondents in each of the four groups, namely the pupils, parents, teachers, and administrators. The percentage distributions of these responses indicated the direction and strength of the responses for any particular question.

The chi-square statistical test was used as a test of significance. This is a test commonly used with any data which can be reduced to proportions and percentages. This test was applied to determine the extent to which individual responses to each item were likely dependent

upon the group to which the respondents belonged, or to what extent they were independent of that group. This test compared the observed response frequencies with the frequencies that would be expected if the variables under study were independent of each other. The probability of statistical significance was calculated from the observed chi-square value and the number of degrees of freedom. The level of significance chosen was $P = 0.05$.

Table 15 shows the number of usable questionnaires which were returned by pupils, parents, teachers, and administrators.

TABLE 15

NUMBER OF USABLE QUESTIONNAIRES RETURNED BY PUPILS, PARENTS, TEACHERS, AND ADMINISTRATORS

GROUPS	NO. SENT	NO. RETURNED		NO. USED
		N	PERCENT	
Pupils	252	238	94.4	238
Parents	252	229	90.8	229
Teachers	84	80	95.2	80
Administrators	42	41	97.6	41
TOTAL	630	588	100.0	588

Summary

In this chapter, the development of the research instruments was described and it was shown how the pupil-instrument was pretested with a pilot group prior to being used in the research study. The population sizes were provided. The researcher considered these figures to be

accurate enough for the purpose of this research.

The pupil-sample consisted of .7 percent of the pupil-population in the Edmonton Public School System. The percentage for the parent-sample could not be determined with enough accuracy to warrant making a computation. The reason for this was that there was no way of knowing how many pupils per family were attending schools in the Edmonton Public School System in Divisions II and III. The teacher-sample was 5.2 percent of the teacher population, while the administrator-sample was 16.1 percent of the administrator population in the Edmonton Public School System.

The method of selecting the samples by the principals of the 42 sample-schools was described, and then a detailed and tabulated description of each of the samples was provided. Following this, the method of administering the research instrument was given. A description of how the data were processed and analysed was also provided in this chapter. And lastly, a table was given to indicate the number of usable questionnaires returned by the pupils, parents, teachers, and administrators.

CHAPTER IV

STATISTICAL ANALYSIS OF RESEARCH DATA

Introduction

The purpose of this research was to determine the stated attitudes of pupils, parents, teachers, and administrators in the Edmonton Public School System, toward the corporal punishment of pupils in this system, and to gather information related to such punishment.

This chapter deals with a description of significant findings in the study by tabulating the data relevant to each question on the research instrument, and discussing the significance of these data. Data for research findings that were not significant at the 0.05 level are found in Appendix D.

The tables show the percentage of responses by categories, for each of the four groups involved in the research, and for the subgroups within each of these groups. It will be recalled that questions 1 to 12 inclusive were the same on all the questionnaires and apply to all four groups. Questions 13 and 14 on the pupil-questionnaire apply to the pupils only. Questions 13, 14, and 15 on the questionnaires for parents, teachers, and administrators apply to those three groups only.

Findings from Significant Data

A comparison of pupil, parent, teacher, and administrator responses to the research instrument questions produced data for analysis. Only data which showed a significant level of probability (0.05) were

used as significant findings from the study. These data are discussed in this section and are presented in tabular form.

Question one on the research questionnaires for all groups was used to determine the amount of corporal punishment administered at home.

Question 1. Have you ever received corporal punishment at home?

Comparing the responses of pupils, parents, teachers, and administrators to this question did not yield any data that was significant at the 0.05 level. However, such data were obtained by comparing the responses to this question for the following research subgroups: administrators supervising at the Division II and III levels, male and female administrators, and male and female pupils in Division II.

Tables 16, 17, and 18 show the percentage of responses by categories, of these subgroups to Question 1, as well as the chi-square for each table.

According to data from Table 16, 9.1 percent of the administrators supervising at the Division II level (grades 4, 5, and 6) stated that they had received "no" corporal punishment at home, 13.6 percent had received such punishment "only once," 50 percent had received it "a few times," and 27.3 percent had received it "many times." Administrators supervising at the Division III (grades 7, 8, and 9) level indicated that 89.5 percent of them had received corporal punishment at home "a few times," and 10.5 percent of them had received it "many times."

TABLE 16

PERCENTAGE OF RESPONSES OF ADMINISTRATORS AT THE DIVISION II AND III LEVELS TO QUESTION 1, RELATED TO CORPORAL PUNISHMENT RECEIVED AT HOME

SUPERVISION LEVEL	(N)	PERCENTAGE RESPONSES			
		No	Only once	A few times	Many times
Division II	22	9.1	13.6	50.0	27.3
Division III	19	0.0	0.0	89.5	10.5
$\chi^2 = 8.11$	(41)	df = 3		Probability = 0.043	

Data in Table 17 show the number of times both male and female administrators who participated in the study were recipients of corporal punishment while living at home.

TABLE 17

PERCENTAGE OF RESPONSES OF MALE AND FEMALE ADMINISTRATORS TO QUESTION 1, RELATED TO CORPORAL PUNISHMENT RECEIVED AT HOME

SEX	(N)	PERCENTAGE RESPONSES			
		No	Only once	A few times	Many times
Male	36	0.0	5.6	72.2	22.2
Female	39	40.0	20.0	40.0	0.0
$\chi^2 = 17.43$	(41)	df = 3		Probability < 0.001	

It is evident from data in this table that 40 percent of the female administrators had received "no" corporal punishment at home, 20 percent of them had received it "only once," and 40 percent had received it "a few times." None of the male administrators escaped this form of punishment while living at home, 5.6 percent of them had received it "only once," 72.2 percent had received it "a few times," and 22.2 percent had received it "many times." It is also evident from data in this table that the females in the administrator-group had received far less corporal punishment at home than did their male counterparts.

Table 18 was organized to show the percentage of times both male and female pupils from Division II received corporal punishment at home.

TABLE 18

PERCENTAGE OF RESPONSES OF MALE AND FEMALE PUPILS IN DIVISION II TO QUESTION 1, RELATED TO CORPORAL PUNISHMENT RECEIVED AT HOME

SEX	(N)	PERCENTAGE RESPONSES			
		No	Only once	A few times	Many times
Male	70	8.6	5.7	61.4	24.3
Female	62	25.8	1.6	58.1	14.5
$\chi^2 = 8.97$	(132)	df = 3		Probability = 0.029	

Data in Table 18 show that 8.6 percent of the boys and 25.8 percent of the girls in Division II, who participated in the study stated that they had received "no" corporal punishment at home. A very small

number of participants from this research group, 5.7 percent of the boys and 1.6 percent of the girls stated that they had received such punishment "only once." By far the largest percentage of the total number of male and female pupils--61.4 percent of the boys and 58.1 percent of the girls--had received that form of punishment "a few times," at home. There were 24.3 percent of the boys and 14.5 percent of the girls who were punished in this manner "many times," at home. These research data indicate that a greater percentage of the boys than girls received corporal punishment at home, and that the boys received this form of punishment more frequently than the girls.

Question two on the research instrument for all groups dealt with strapping pupils at school.

Question 2. Have you ever been strapped at school?

Significant data were obtained by comparing the responses to this question, of pupils, parents, teachers, and administrators; male and female pupils in Divisions II and III; parents by age and occupation; and teachers by age, sex, and length of service with the Edmonton Public School Board.

Tables 19 to 25 inclusive, show the percentage of responses by categories, of the groups and subgroups noted above, to Question 2.

Data in Table 19 indicate that 77.7 percent of the pupils, 50.2 percent of the parents, 43.8 percent of the teachers, and 34.1 percent of the administrators who were involved in this study indicated that they had "no" experience with the strap in school. The percentage of pupils in this category is rather high. This may be due to the fact that many of these pupils will continue to attend school for a number

TABLE 19

PERCENTAGE OF RESPONSES OF PUPILS, PARENTS, TEACHERS, AND ADMINISTRATORS TO QUESTION 2, RELATED TO BEING STRAPPED IN SCHOOL

GROUPS	(N)	PERCENTAGE RESPONSES			
		No	Only once	A few times	Many times
Pupils	238	77.7	11.3	8.0	2.9
Parents	229	50.2	24.9	20.5	4.4
Teachers	80	53.8	20.0	22.5	3.7
Administrators	41	34.1	26.8	26.8	12.2
$\chi^2 = 58.40$	(588)	df = 9		Probability < 0.001	

of years. This percentage could be different if it were calculated after each pupil had completed Division III. There were 11.3 percent of the pupils, 24.9 percent of the parents, 20 percent of the teachers, and 28.6 percent of the administrators who said that they had been strapped at school "only once." Eight percent of the pupils, 20.5 percent of the parents, 22.5 percent of the teachers, and 26.8 percent of the administrators said they had been strapped at school "a few times." Almost 3 percent (2.9) of the pupils, 4.4 percent of the parents, 3.7 percent of the teachers, and 12.2 percent of the administrators said they had been strapped "many times" at school.

Data in Table 20 show that boys were strapped more often than girls in Division II. There were 91.9 percent of the girls and 74.3

percent of the boys who responded in the "no" category indicating that they had not been strapped in school. Almost 16 (15.7) percent of the boys and 8.1 percent of the girls said that they had been strapped "only once" in school. There were 5.7 percent of the boys and none of the girls who had been strapped "a few times" at school. And 4.3 percent of the boys and none of the girls had been strapped "many times" while attending school.

TABLE 20

PERCENTAGE OF RESPONSES OF MALE AND FEMALE PUPILS IN DIVISION II TO QUESTION 2, RELATED TO BEING STRAPPED IN SCHOOL

SEX	(N)	PERCENTAGE RESPONSES			
		No	Only once	A few times	Many times
Male	70	74.3	15.7	5.7	4.3
Female	62	91.9	8.1	0.0	0.0
$\chi^2 = 9.028$	(132)	df = 3		Probability = 0.028	

Data in Table 21 show that more boys than girls, attending school in Division III, were strapped, and also that the boys were strapped more often. Of the pupils in Division III, 54.5 percent of the boys and 90.2 percent of the girls answered in the "no" category indicating that they had not been strapped in school. Fourteen and one-half percent of the boys and 5.9 percent of the girls stated that they had been strapped "only once." Over 23 percent (23.6) of the boys and 3.9

TABLE 21

PERCENTAGE OF RESPONSES OF MALE AND FEMALE PUPILS IN DIVISION III TO QUESTION 2, RELATED TO BEING STRAPPED IN SCHOOL

SEX	(N)	PERCENTAGE RESPONSES			
		No	Only once	A few times	Many times
Male	55	54.5	14.5	23.6	7.3
Female	51	90.2	5.9	3.9	0.0
$\chi^2 = 17.582$	(106)	df = 3		Probability < 0.001	

percent of the girls were strapped "a few times." None of the girls were strapped "many times," whereas 7.3 percent of the boys stated they were strapped "many times." By combining the percentage of responses in the last three categories in Tables 20 and 21, it is evident that in Division III 15.5 percent more boys were strapped than in Division II. With reference to the girls, there were 3.9 percent of the girls in Division III who said that they had been strapped "a few times," whereas in Division II there were none in this category.

According to the data in Table 22, 24 percent of the male parents and 63 percent of the female parents responded in the "no" category to indicate that they had not been strapped in school. There were 25.3 percent of the males and 24.7 percent of the females who stated that they had been strapped "only once" at school. Forty percent of the males and 11 percent of the females were strapped "a few times," and 10.7

percent of the males and 1.3 percent of the females were strapped "many times." Data from this table indicate that as students at school, male parents who participated in this study were strapped more than the female parents.

TABLE 22

PERCENTAGE OF RESPONSES OF MALE AND FEMALE PARENTS TO QUESTION 2, RELATED TO BEING STRAPPED IN SCHOOL

SEX	(N)	PERCENTAGE RESPONSES			
		No	Only once	A few times	Many times
Male	75	24.0	25.3	40.0	10.7
Female	154	63.0	24.7	11.0	1.3
$\chi^2 = 46.022$	(229)	df = 3		Probability < 0.001	

Data in Table 23 show that 31 percent of the male teachers and 78.9 percent of the female teachers responded in the "no" category to show that they had not been strapped at school. There were 26.2 percent of the males and 13.2 percent of the females who said that they had been strapped "only once" at school. Over 35 percent (35.7) of the males and 7.9 percent of the females were strapped "a few times," while 7.1 percent of the males and none of the females were strapped "many times." Once again the research data indicate that males received more corporal punishment at school by means of the strap than did the females.

TABLE 23

PERCENTAGE OF RESPONSES OF MALE AND FEMALE TEACHERS TO QUESTION 2, RELATED TO BEING STRAPPED IN SCHOOL

SEX	(N)	PERCENTAGE RESPONSES			
		No	Only once	A few times	Many times
Male	42	31.0	26.2	35.7	7.1
Female	38	78.9	13.2	7.9	0.0
$\chi^2 = 19.820$	(80)	df = 3		Probability < 0.001	

Data in Table 24 show that 78.6 percent of the teachers in the first age category (20 to 30 years), 25 percent of those in the second age category (31 to 40 years), and 27.3 percent of those in the third age category (over 40 years) responded in the "no" response category to show that they had not been strapped in school. Just over 14 percent (14.3) of those in the first age category, 18.8 percent of those in the second age category, and 31.8 percent of those in the third age category stated that they had been strapped at school "only once." Just over 7 percent (7.1) of those in the first age category, 50 percent of those in the second age category, and 31.8 percent of those in the third age category were strapped "a few times." None of those in the first age category, 6.2 percent of those in the second age category, and 9.1 percent of those in the third age category stated that they had been strapped "many times" while at school.

TABLE 24

PERCENTAGE OF RESPONSES OF TEACHERS BY AGE CATEGORIES TO QUESTION 2, RELATED TO BEING STRAPPED IN SCHOOL

AGE CATEGORIES	(N)	PERCENTAGE RESPONSES			
		No	Only once	A few times	Many times
1 (20 to 30 years)	42	78.6	14.3	7.1	0.0
2 (31 to 40 years)	16	25.0	18.8	50.0	6.2
3 (Over 40 years)	22	27.3	31.8	31.8	9.1
$\chi^2 = 26.523$	(80)	df = 6		Probability < 0.001	

Data in Table 25 are based on the responses of teachers in three categories according to the length of tenure with the Edmonton Public School Board. These data show that 82.9 percent of the teachers in the first category, 29.2 percent of those in the second and 33.3 percent of those in the third category responded in the "no" response category, indicating that they had not been strapped in school. There were 11.4 percent of those in the first category, 29.2 percent of those in the second, and 23.8 percent in the third category who said they were strapped "only once" in school. Those who were strapped "a few times" at school were 5.7 percent of the teachers in the first category, 37.5 percent of the teachers in the second category, and 33.3 percent of the teachers in the third category. Strapped "many times" were none of those in the first category, 4.2 percent of those in the second category, and 9.5 percent of those in the third category.

TABLE 25

PERCENTAGE OF RESPONSES OF TEACHERS BY LENGTH OF TENURE WITH THE EPSB* TO QUESTION 2, RELATED TO BEING STRAPPED IN SCHOOL

TENURE CATEGORIES	(N)	PERCENTAGE RESPONSES			
		No	Only once	A few times	Many times
1 (Under 5 years)	35	82.9	11.4	5.7	0.0
2 (5 to 10 years)	24	29.2	29.2	37.5	4.2
3 (Over 10 years)	21	33.3	23.8	33.3	9.5
$\chi^2 = 23.359$	(80)	df = 6		Probability < 0.001	

*Edmonton Public School Board

Question three on the research instruments for all four groups was designed to find out the amount of corporal punishment which is administered to pupils at school by means other than the strap.

Question 3. Have you ever received corporal punishment in school by means other than the strap?

Significant data were obtained by comparing the responses to Question 3, of pupils, parents, teachers, and administrators; and pupils in Divisions II and III, by sex.

In responding to this question, 68.8 percent of the pupils, 8.68 percent of the parents, 85 percent of the teachers, and 72.5 percent of the total number of administrators stated that they had received "no" corporal punishment in school by means other than the strap. Just over 13 percent (13.1) of the pupils, 4 percent of the parents, 2.5 percent of the teachers, and 5 percent of the administrators were punished in

that manner at school, "only once." Sixteen percent of the pupils, 7.9 percent of the parents, 11.2 percent of the teachers, and 20 percent of the administrators were punished in school by means other than the strap, "a few times." A very small number, 1.2 percent of the teachers, and 2.5 percent of the administrators said that they had received such punishment, "many times." Table 26 shows these data.

TABLE 26

PERCENTAGE OF RESPONSES OF PUPILS, PARENTS, TEACHERS, AND ADMINISTRATORS TO QUESTION 3, RELATED TO OTHER FORMS OF CORPORAL PUNISHMENT RECEIVED IN SCHOOL

GROUPS	(N)	PERCENTAGE RESPONSES			
		No	Only once	A few times	Many times
Pupils	237	68.8	13.1	16.0	2.1
Parents	227	86.8	4.0	7.9	1.3
Teachers	80	85.0	2.5	11.2	1.2
Administrators	40	72.5	5.0	20.0	2.5
$\chi^2 = 30.738$	(584)	df = 9		Probability < 0.001	

Data in Table 27 show that 61.4 percent of the male pupils and 83.9 percent of the female pupils had received "no" other form of corporal punishment in school other than the strap. Over 18 percent (18.6) of the males and 12.9 percent of the females had been punished in that manner at school, "only once." Over 18 percent (18.6) of the males and

3.2 percent of the females said that they had received such punishment, "a few times." Only 1.4 percent of the males and none of the females received such punishment, "many times."

TABLE 27

PERCENTAGE OF RESPONSES OF MALE AND FEMALE PUPILS IN DIVISION II TO QUESTION 3, RELATED TO OTHER FORMS OF CORPORAL PUNISHMENT RECEIVED IN SCHOOL

SEX OF STUDENT	(N)	PERCENTAGE RESPONSES			
		No	Only once	A few times	Many times
Male	70	61.4	18.6	18.6	1.4
Female	62	83.9	12.9	3.2	0.0
$\chi^2 = 10.664$	(132)	df = 3		Probability = 0.013	

According to data in Table 28, 57.4 percent of the male pupils and 72.5 percent of the female pupils at the Division III level, received "no" other form of corporal punishment in school other than the strap. There were 5.6 percent of the males and 13.7 percent of the females who stated that they had received such punishment at school "only once." Over 33 percent (33.3) of the males and 9.8 percent of the females said they had been punished in that manner, "a few times." Only 3.7 percent of the males and 3.9 percent of the females said that they had received such punishment, "many times."

Question four attempted to determine the attitudes of the pupils,

TABLE 28

PERCENTAGE OF RESPONSES OF MALE AND FEMALE PUPILS IN DIVISION III TO QUESTION 3, RELATED TO OTHER FORMS OF CORPORAL PUNISHMENT RECEIVED IN SCHOOL

SEX OF STUDENT	(N)	PERCENTAGE RESPONSES			
		No	Only once	A few times	Many times
Male	54*	57.4	5.6	33.3	3.7
Female	51	72.5	13.7	9.8	3.9
$\chi^2 = 9.399$	(105)	df = 3		Probability = 0.024	

parents, teachers, and administrators who were involved in this study, toward the use of corporal punishment as a means of improving pupil-behavior in school. This question was presented as follows:

> Question 4. Do you feel that strapping pupils for bad behavior in school improves their behavior?

Significant data were obtained by comparing the responses of all pupils, parents, teachers, and administrators; non-working and working mothers; and male and female administrators, to Question 4.

According to data in Table 29, 23.1 percent of the pupils, 22.3 percent of the parents, 11.2 percent of the teachers, and 9.8 percent of the administrators answered "no" to Question 4 to incidate that they did not feel that strapping pupils for bad behavior in school improves their subsequent behavior. There were 9.7 percent of the pupils, 4.4 percent of the parents, and 5 percent of the teachers who said that they "did

not know" whether strapping pupils for bad behavior in school improved their in-school behavior.

TABLE 29

PERCENTAGE OF RESPONSES OF PUPILS, PARENTS, TEACHERS AND ADMINISTRATORS TO QUESTION 4, RELATED TO STRAPPING PUPILS TO IMPROVE BEHAVIOR

GROUPS	(N)	PERCENTAGE RESPONSES			
		No	I don't know	In some cases	Yes
Pupils	238	23.1	9.7	56.7	10.5
Parents	229	22.3	4.4	59.4	14.0
Teachers	80	11.2	5.0	75.0	8.7
Administrators	41	9.8	0.0	78.0	12.2
$\chi^2 = 22.418$	(588)	df = 9		Probability = 0.007	

There were 56.7 percent of the pupils, 59.4 percent of the parents, 75 percent of the teachers, and 78 percent of the administrators who felt that such punishment improved pupil-behavior "in some cases." Just over 10 percent (10.5) of the pupils, 14 percent of the parents, 8.7 percent of the teachers, and 12.2 percent of the administrators responded in the "yes" category to indicate that they felt strapping does improve pupil-behavior in school.

Of the 154 mothers involved in the study, both non-working and working, only 151 responded to Question 4. Eighteen percent of the non-working mothers, and 31.4 percent of those who were working, felt that

strapping pupils for bad behavior in school "did not" improve their subsequent behavior. Six percent of the non-working mothers "did not know" whether strapping pupils for bad behavior improved their subsequent behavior in school. Sixty-seven percent of the non-working mothers and 49 percent of the working mothers felt that such punishment does improve pupil-behavior "in some cases." Nine percent of the non-working mothers and 19.6 percent of the working mothers answered "yes" to Question 4 which indicated that they felt that pupil-behavior in school improves following the administration of the strap for bad behavior. These data are found in Table 30.

TABLE 30

PERCENTAGE OF RESPONSES OF NON-WORKING AND WORKING MOTHERS TO QUESTION 4, RELATED TO STRAPPING PUPILS TO IMPROVE BEHAVIOR

OCCUPATION	(N)	PERCENTAGE RESPONSES			
		No	I don't know	In some cases	Yes
Non-working	100	18.0	6.0	67.0	9.0
Working	51	31.4	0.0	49.0	19.6
$\chi^2 = 10.555$	(151)	df = 3		Probability = 0.014	

Data from Table 31 indicate that 5.6 percent of the male and 40 percent of the female administrators responded in the "no" category to indicate that they did not feel that strapping pupils for bad behavior in school improves their subsequent behavior in school. Just over

TABLE 31

PERCENTAGE OF RESPONSES OF MALE AND FEMALE ADMINISTRATORS TO QUESTION 4, RELATED TO STRAPPING PUPILS TO IMPROVE BEHAVIOR

SEX	(N)	PERCENTAGE RESPONSES			
		No	I don't know	In some cases	Yes
Male	36	5.6	0.0	80.6	13.9
Female	5	40.0	0.0	60.0	0.0
$\chi^2 = 6.271$	(41)	df = 2		Probability = 0.043	

80 percent (80.6) of the male and 60 percent of the female administrators felt that "in some cases" such punishment improves subsequent pupil-behavior. Almost 14 percent (13.9) of the male administrators felt that such punishment did improve pupil-behavior in school. These participants responded in the "yes" category. There were no female administrators who responded "yes" to Question 4.

Question 5 on all instruments was designed to elicit from the participants the attitudes that they held on the effect that strapping some pupils for their irregular behavior will have on other pupils in the school. To secure this information Question 5 was phrased in the following manner:

> Question 5. Do you feel that strapping pupils for bad behavior in school improves the behavior of other pupils.

Significant data were obtained by comparing the responses to

Question 5 by pupils, parents, teachers, and administrators who participated in the study. Data from Table 32 show that 31.1 percent of the pupils, 30.6 percent of the parents, 12.5 percent of the teachers, and 12.2 percent of the administrators responded in the "no" category to indicate that they did not feel that strapping pupils for bad behavior improves the behavior of other pupils in school. A small percentage of

TABLE 32

PERCENTAGE OF RESPONSES OF PUPILS, PARENTS, TEACHERS, AND ADMINISTRATORS TO QUESTION 5, RELATED TO THE EFFECT THAT STRAPPING SOME PUPILS FOR BAD BEHAVIOR IN SCHOOL HAS ON THE BEHAVIOR OF OTHER PUPILS

GROUPS	(N)	PERCENTAGE RESPONSES			
		No	I don't know	In some cases	Yes
Pupils	238	31.1	10.9	39.9	18.1
Parents	229	30.6	7.9	38.9	22.7
Teachers	80	12.5	5.0	62.5	20.0
Administrators	41	12.2	2.4	75.6	9.8
$\chi^2 = 37.541$	(588)	df = 9		Probability < 0.001	

participants in each group stated that they "did not know" whether punishing some pupils via the strap would improve the behavior of other pupils. Almost 40 percent (39.9) of the pupils, 38.9 percent of the parents, 62.5 percent of the teachers, and 75.6 percent of the administrators felt that "in some cases" strapping some pupils did improve the

behavior of other pupils in the school: Just over 18 percent (18.1) of the pupils, 22.7 percent of the parents, 20 percent of the teachers, and 9.8 percent of the administrators responded in the "yes" category to indicate that the strap administered to some pupils as punishment definitely improves the behavior of other pupils.

Question six on all the research instruments was written so that it would force each participant to reveal the attitude held toward the effect that strapping pupils for low achievement would have on improving that achievement to a higher level. This question had the following wording:

> Question 6. Do you feel that strapping pupils for not doing their best work will make them improve their work?

The responses of pupils, parents, teachers, and administrators, to Question 6, did not yield significant data. However, the responses of male and female pupils in Division II, and those of teachers having various years of service with the Edmonton Public School Board did yield significant data.

Data in this table show that 57.1 percent of the boys and 59.7 percent of the girls in Division II responded in the "no" category. They did not feel that strapping pupils for not doing their best work in school helped these students to improve their school work. There were 14.3 percent of the boys and none of the girls who "did not know" whether strapping a pupil for not achieving to capacity would improve the pupil's work. Just over 17 percent (17.1) of the boys and 27.4 percent of the girls who felt that "in some cases" strapping a pupil for not doing his best work in school helped to improve pupil-achievement. There were

TABLE 33

PERCENTAGE OF RESPONSES OF MALE AND FEMALE PUPILS IN DIVISION II TO QUESTION 6, RELATED TO STRAPPING PUPILS TO IMPROVE THEIR WORK

SEX - Division II	(N)	PERCENTAGE RESPONSES			
		No	I don't know	In some cases	Yes
Male	70	57.1	14.3	17.1	11.4
Female	62	59.7	0.0	27.4	12.9
$\chi^2 = 10.533$	(132)	df = 3		Probability = 0.014	

11.4 percent of the boys and 12.9 percent of the girls in Division II who, by answering "yes" to Question 6, indicated that they felt that such punishment definitely helps to improve pupil-achievement.

Data from Table 34 show that most teachers involved in this study, both male and female, did not feel that strapping pupils for not doing their best work helped them to improve their subsequent school work. In fact, 80 percent of those with under five years of service with the Edmonton Public School Board believed that strapping for pupil under-achievement was not beneficial for the pupils. There were 54.2 percent of those in the third tenure category who felt the same way. Stating that they "did not know" whether such punishment was beneficial to students were 14.3 percent of those in the first tenure category, 12.5 percent of those in the second tenure category, and 4.8 percent of those in the third tenure category. Almost 3 percent (2.9) of those in the

first category, 25 percent of those in the second category, and 33.3 percent of those in the third category felt that "in some cases" such punishment does not help to improve pupil-achievement. Almost 3 percent (2.9) of the teachers in the first tenure category, 8.3 percent of those in the second category, and none of those in the third tenure category responded "yes" to Question 6 which indicated that they felt that strapping a pupil for not working at his best definitely helped to improve his achievement.

TABLE 34

PERCENTAGE OF RESPONSES OF TEACHERS IN DIFFERENT TENURE CATEGORIES WITH THE EPSB,* RELATED TO STRAPPING PUPILS FOR NOT DOING THEIR BEST WORK

TENURE CATEGORIES	(N)	PERCENTAGE RESPONSES			
		No	I don't know	In some cases	Yes
1 (Under 5 years)	35	80.0	14.3	2.9	2.9
2 (5 to 10 years)	24	54.2	12.5	25.0	8.3
3 (Over 10 years)	21	61.9	4.8	33.3	0.0
$\chi^2 = 12.920$	(80)	df = 6		Probability = 0.044	

*Edmonton Public School Board

What effect does strapping students for under-achievement have on other students to improve their achievement? To elicit the attitudes of the pupils, parents, and administrators who participated in this investigation, Question 7 on all research instruments was presented this way:

Question 7. Do you feel that strapping pupils for not doing their best work in school will make other pupils do better work?

Comparing the responses of pupils, parents, teachers, and administrators; male and female pupils in Division II; and teachers in different tenure categories with the Edmonton Public School Board, to Question 7, produced significant data.

Data in Table 35 indicate that well over one-half of the participants in each group, pupils, parents, teachers, and administrators felt that strapping some pupils for not doing their best work, would not improve the work of other pupils. This was evident by the number in each subgroup who responded "no" to Question 7. There were 11.3 percent of the pupils, 8.7 percent of the parents, 12.5 percent of the teachers, and 22 percent of the administrators who stated that they did not know whether such punishment is effective or not. Almost 20 percent (19.7) of the pupils, 14.8 percent of the parents, 22.5 percent of the teachers, and 14.6 percent of the administrators felt that punishment of underachievers "in some cases" does help to make other pupils achieve better. Only 13 percent of the pupils, 3.5 percent of the parents, 2.5 percent of the teachers, and 2.4 percent of the administrators felt that such punishment was definitely beneficial.

Data from Table 36 show that 47.1 percent of the male pupils and 50 percent of the female pupils in Division II felt that strapping pupils for not doing their best would not make other pupils better achievers. They indicated this by responding in the "no" category to Question 7. There were 21.4 percent of the male students and 6.5 percent of the female students who said that they "did not know" whether such punishment

TABLE 35

PERCENTAGE OF RESPONSES OF PUPILS, PARENTS, TEACHERS, AND ADMINISTRATORS TO QUESTION 7, RELATED TO IMPROVING THE ACHIEVEMENT OF MOST PUPILS BY STRAPPING SOME PUPILS FOR UNDER-ACHIEVEMENT

GROUPS	(N)	PERCENTAGE RESPONSES			
		No	I don't know	In some cases	Yes
Pupils	238	55.9	11.3	19.7	13.0
Parents	229	72.9	8.7	14.8	3.5
Teachers	80	62.5	12.5	22.5	2.5
Administrators	41	61.0	22.0	14.6	2.4
$\chi^2 = 33.316$	(588)	df = 9		Probability < 0.001	

TABLE 36

PERCENTAGE OF RESPONSES OF MALE AND FEMALE PUPILS IN DIVISION II TO QUESTION 7, RELATED TO IMPROVING THE ACHIEVEMENT OF MOST PUPILS BY STRAPPING SOME PUPILS FOR UNDER-ACHIEVEMENT

SEX - Division II	(N)	PERCENTAGE RESPONSES			
		No	I don't know	In some cases	Yes
Male	70	47.1	21.4	8.6	22.9
Female	62	50.0	6.5	24.2	19.4
$\chi^2 = 10.413$	(132)	df = 3		Probability = 0.015	

would have any beneficial effect on pupils. Almost 9 percent (8.6) of the males and 24.2 percent of the females felt that such punishment would be helpful "in some cases," while 22.9 percent of the males and 19.4 percent of the females felt that such punishment certainly does improve pupil-achievement.

Data in Table 37 show that 71.4 percent of the teachers with under five years of tenure with the Edmonton Public School Board, 45.8 percent of those with from 5 to 10 years of teaching experience, and 66.7 percent of those with more than 10 years of tenure indicated that

TABLE 37

PERCENTAGE OF RESPONSES OF TEACHERS WITH VARIOUS YEARS OF TENURE WITH THE EPSB* TO QUESTION 7, RELATED TO IMPROVING THE ACHIEVEMENT OF MOST PUPILS BY STRAPPING SOME PUPILS FOR UNDER-ACHIEVEMENT

TENURE CATEGORIES	(N)	PERCENTAGE RESPONSES			
		No	I don't know	In some cases	Yes
1 (Under 5 years)	35	71.4	20.0	8.6	0.0
2 (5 to 10 years)	24	45.8	8.3	37.5	8.3
3 (Over 10 years)	21	66.7	4.8	28.6	0.0
$\chi^2 = 14.914$	(80)	df = 6		Probability = 0.020	

*Edmonton Public School Board

they "did not feel" that strapping some pupils for not doing their best work would improve the work of other pupils. Twenty percent of those in

the first category, 8.3 percent of those in the second one, and 4.8 percent of those in the third indicated that they "did not know" whether such punishment administered to some pupils would benefit other pupils at school. There were 8.6 percent of those in the first category, 37.5 percent of those in the second one, and 28.6 percent of those in the third who thought that such punishment does help "in some cases." None of the teachers in the first and third categories, and 8.3 percent of those in the second tenure category felt that such punishment is beneficial to pupils at school.

An attempt was made in this research to determine the extent to which pupils, parents, teachers, and administrators were in favor of notifying the parents when their child has been strapped. To secure this information Question 8 was asked.

> Question 8. Do you feel that the parents should be notified when their child has been strapped?

Significant data for this question were obtained from the following groups: pupils, parents, teachers, and administrators; male and female pupils in Division II; and parents of various ethnic origins which were British, German, Slavic and Others.

Data in Table 38 show that 17.6 percent of the pupils, 16.2 percent of the parents, 7.5 percent of the teachers, and 7.3 percent of the administrators responded "no" to Question 8. This indicated that these participants felt that parents need not be notified when their child is strapped. An insignificant number of respondents answered in the "I don't know," response category. There were 18.9 percent of the pupils, 14.4 percent of the parents, 23.8 percent of the teachers, and 48.8 percent of the administrators who felt that "in some cases" parents should

be notified when their child has been strapped. Just over 60 percent (60.5) of the pupils, 68.1 percent of the parents, 63.8 percent of the teachers, and 43.9 percent of the administrators felt that parents should be notified when their child has been strapped in school.

TABLE 38

PERCENTAGE OF RESPONSES OF PUPILS, PARENTS, TEACHERS, AND ADMINISTRATORS TO QUESTION 8, RELATED TO THE NOTIFICATION OF PARENTS WHEN THEIR CHILD IS STRAPPED

GROUPS	(N)	PERCENTAGE RESPONSES			
		No	I don't know	In some cases	Yes
Pupils	238	17.6	2.9	18.9	60.5
Parents	229	16.2	1.3	14.4	68.1
Teachers	80	7.5	5.0	23.8	63.8
Administrators	41	7.3	0.0	48.8	43.9
$\chi^2 = 35.587$	(588)	df = 9		Probability < 0.001	

Data in Table 39 indicate that 29.1 percent of the boys and 9.8 percent of the girls in Division III, who participated in this study, thought that it was not necessary to notify parents when their child had been strapped. None of the girls and 1.8 percent of the boys said that they did not know whether such notification is necessary or not. They responded in the "I don't know" category. There were 23.6 percent of the boys and 39.2 percent of the girls who felt that "in some cases" such notification is desirable. A considerable number of boys and girls

TABLE 39

PERCENTAGE OF RESPONSES OF MALE AND FEMALE PUPILS IN DIVISION III TO QUESTION 8, RELATED TO THE NOTIFICATION OF PARENTS WHEN THEIR CHILD IS STRAPPED

SEX - Division III	(N)	PERCENTAGE RESPONSES			
		No	I don't know	In some cases	Yes
Male	55	29.1	1.8	23.6	45.5
Female	51	9.8	0.0	39.2	51.0
$\chi^2 = 8.127$	(106)	df = 3		Probability = 0.043	

responded "yes" to Question 8, 45.5 percent of the boys and 51 percent of the girls felt that the parents should always be notified when their child has been strapped.

Data in Table 40 show that 11.8 percent of the parents of British origin, 31 percent of those of German origin, 20 percent of those of Slavic origin, and 9.1 percent of the parents from other ethnic origins, who participated in this study, felt that notifying parents when their child is strapped is not necessary. There were 2.4 percent of the parents of British origin who stated that they did not know whether such notification was necessary or not. Almost 19 percent (18.8) of the parents of British origin, 17.2 percent of those of German origin, and 10 percent of those of Slavic origin felt that such notification was necessary "in some cases." Well over one-half of all the parents thought

TABLE 40

PERCENTAGE OF RESPONSES OF PARENTS, BY ETHNIC ORIGIN, TO QUESTION 8, RELATED TO THE NOTIFICATION OF PARENTS WHEN THEIR CHILD IS STRAPPED

ETHNIC ORIGIN	(N)	PERCENTAGE RESPONSES			
		No	I don't know	In some cases	Yes
British	85	11.8	2.4	18.8	67.1
German	29	31.0	0.0	17.2	51.7
Slavic	20	20.0	0.0	10.0	70.0
Others	44	9.1	0.0	4.5	86.4
$\chi^2 = 16.867$	(178)	df = 9		Probability = 0.050	

that such notification was always necessary. Those of German origin who expressed this feeling were only 51.7 percent of their group, whereas there were 67.1 percent of those of British origin, 70 percent of those of Slavic origin, and 86.4 percent of all other parents who felt that way.

It should be noted that only 178 of the parents out of 229 who completed and returned the research questionnaire, gave their ethnic origin.

The researcher also wanted to determine the extent to which pupils, parents, teachers, and administrators were in favor of obtaining parental permission before a pupil is strapped. Question 9 was used for this purpose.

Question 9. Do you feel that the parents' permission should be obtained before their child is strapped?

Significant data were produced for Question 9 when responses were tabulated for pupils, parents, teachers, and administrators of various age categories. No other comparisons produced significant data. Significant data, in Table 41, show that most parents, teachers and administrators involved in the study felt that parental permission need not be obtained before a pupil is strapped at school. These data indicate that 58.6 percent of the parents, 67.1 percent of the teachers, and 68.3 percent of the administrators felt that it was not necessary to obtain parental permission before strapping a pupil. Only 41.6 percent

TABLE 41

PERCENTAGE OF RESPONSES OF PUPILS, PARENTS, TEACHERS, AND ADMINISTRATORS TO QUESTION 9, RELATED TO OBTAINING PARENTAL PERMISSION BEFORE STRAPPING A PUPIL

GROUPS	(N)	PERCENTAGE RESPONSES			
		No	I don't know	In some cases	Yes
Pupils	238	41.6	7.1	22.7	28.6
Parents	227	58.6	3.5	19.4	18.5
Teachers	79	67.1	2.5	19.0	11.4
Administrators	41	68.3	0.0	29.3	2.4
$\chi^2 = 38.055$	(585)	df = 0		Probability < 0.001	

of the pupils felt that such permission was not necessary. A small percentage of the pupils, parents, and teachers indicated that they "did not know" whether such permission should be obtained. There were 22.7

percent of the pupils, 19.4 percent of the parents, 19 percent of the teachers, and 29.3 percent of the administrators who thought that "in some cases" parental permission should be obtained before strapping a pupil. Over 28 percent (28.6) of the pupils, 18.5 percent of the parents, 11.4 percent of the teachers, and 2.4 percent of the administrators felt that such permission should definitely be obtained.

It should be noted that two parents out of a possible 229 did not respond to this question, and one teacher out of a possible 80 did not respond to this question.

Data in Table 42 indicate that 66.7 percent of the administrators in the first age category, 73.7 percent of those in the second age category, and 63.2 percent of those in the third age category did not feel that parental permission is necessary prior to strapping a pupil.

TABLE 42

PERCENTAGE OF RESPONSES OF ADMINISTRATORS IN VARIOUS AGE CATEGORIES TO QUESTION 9, RELATED TO OBTAINING PARENTAL PERMISSION BEFORE STRAPPING A PUPIL

AGE CATEGORY	(N)	PERCENTAGE RESPONSES			
		No	I don't know	In some cases	Yes
1 (20 to 30 years)	3	66.7	0.0	0.0	33.3
2 (30 to 40 years)	19	73.7	0.0	26.3	0.0
3 (Over 40 years)	19	63.2	0.0	36.8	0.0
$\chi^2 = 14.129$	(41)	df = 6		Probability = 0.030	

There were 26.3 percent of those in the second age category and 36.8 percent of those in the third one who stated that such permission should be obtained, "in some cases." There were 33.3 percent of those in the first age category who felt that such permission should definitely be obtained. It is evident that the majority of the administrators in all age classifications, felt that it was not necessary to receive parental permission prior to strapping a pupil. One-third of the administrators in the 20 to 30 age category felt that such permission should be obtained before a pupil is strapped,

To obtain information regarding the attitudes of pupils, parents, teachers, and administrators regarding grudge holding against the person responsible for having a pupil strapped, the following question was included on all questionnaires.

> Question 10. If you were strapped in school, did you hold a grudge against the person who decided to have you strapped?

The responses of pupils, parents, teachers, and administrators to Question 10, yielded significant data. No other significant data were obtained from the responses of other groups involved in the study.

Data in Table 43 indicate that 48 percent of the pupils, 58.6 percent of the parents, 77.4 percent of the teachers, and 80.6 percent of the administrators held "no" grudge against the person responsible for having them strapped in school. There were 20.3 percent of the pupils, 14.5 percent of the parents, 7.5 percent of the teachers, and 6.5 percent of the administrators who said that they "did not know" whether they held a grudge against the person who had them strapped. Almost 18 percent (17.8) of the pupils, 14 percent of the parents, 7.5

TABLE 43

PERCENTAGE OF RESPONSES OF PUPILS, PARENTS, TEACHERS, AND ADMINISTRATORS TO QUESTION 10, RELATED TO HOLDING A GRUDGE FOR BEING STRAPPED

GROUPS	(N)	PERCENTAGE RESPONSES			
		No	I don't know	In some cases	Yes
Pupils	97	48.0	20.3	13.9	17.8
Parents	109	58.6	14.5	12.9	14.0
Teachers	41	77.4	7.5	7.5	7.5
Administrators	25	80.6	6.5	9.7	3.2
$\chi^2 = 24.241$	(272)	df = 9		Probability = 0.003	

percent of the teachers, and 3.2 percent of the administrators responded in the "yes" response category to indicate that they did hold a grudge against the person responsible for having them strapped. It is evident that all those who participated in this study did not respond to this question because not all of the participants had been strapped in school.

To obtain information which would indicate the attitudes of the four groups involved in the study toward the amount of strapping in the schools, Question 11 was asked.

Question 11. Do you think that there is too much strapping in our schools?

Significant data were obtained by analyzing the responses of pupils, parents, teachers, and administrators to Question 11. The responses of the subgroups within the four groups involved in providing

research data did not yield any significant data for analysis.

Data in Table 44 indicate that three of the pupils and two of the parents did not respond to this question. There were 47.2 percent of the pupils, 48 percent of the parents, 62.5 percent of the teachers, and 53.7 percent of the administrators who responded "no" which indicated that they did not feel that there was an excessive amount of strapping in the schools administered by the Edmonton Public School Board. Over

TABLE 44

PERCENTAGE OF RESPONSES OF PUPILS, PARENTS, TEACHERS, AND ADMINISTRATORS TO QUESTION 11, RELATED TO THE AMOUNT OF STRAPPING IN OUR SCHOOLS

GROUPS	(N)	PERCENTAGE RESPONSES			
		No	I don't know	In some cases	Yes
Pupils	235	47.2	24.3	12.8	15.7
Parents	227	48.0	37.9	9.3	4.8
Teachers	80	62.5	30.0	6.2	1.2
Administrators	41	53.7	19.5	24.4	2.4
$\chi^2 = 45.796$	(583)	df = 9		Probability < 0.001	

24 percent (24.3) of the pupils, 37.9 percent of the parents, 30 percent of the teachers, and 19.5 percent of the administrators said that they "did not know" whether there was too much strapping in the schools administered by the Edmonton Public School Board. Almost 13 percent (12.8) of the pupils, 9.3 percent of the parents, 6.2 percent of the teachers, and 24.4 percent of the administrators felt that "in some cases"

there was an excessive amount of strapping in the schools. Almost 16 percent (15.7) of the pupils, 4.8 percent of the parents, 1.2 percent of the teachers, and 2.4 percent of the administrators responded "yes" to Question 11. These participants felt that at the time of the study there was too much strapping of pupils in the schools.

Question 12 found on all four of the research instruments, was designed to provide the information which was used to determine whether pupils, parents, teachers, and administrators favored the strapping of pupils in schools.

Question 12. Are you in favor of strapping pupils in our schools?

Again, the responses of all pupils, parents, teachers, and administrators produced the only significant data.

According to the data in Table 45, a higher percentage of pupils than members of the other three groups, did not approve of strapping pupils in schools. There were 32.4 percent of the pupils, 18.8 percent of the parents, 12.5 percent of the teachers, and 7.5 percent of the administrators who responded in the "no" category in Question 12. This indicated that they did not approve of the strapping of pupils in schools. A relatively small number of pupils, parents, and teachers stated that they "did not know" whether to approve the strapping of pupils in schools. Just over 45 percent (45.4) of the pupils, 51.5 percent of the parents, 52.5 percent of the teachers, and 65 percent of the administrators, who participated in the study, indicated that they approved the strapping of pupils "in some cases." Sixteen percent of the pupils, 29.3 percent of the parents, 33.7 percent of the teachers, and 27.5 percent of the administrators approved of such punishment without any qualifications.

TABLE 45

PERCENTAGE OF RESPONSES OF PUPILS, PARENTS, TEACHERS, AND ADMINISTRATORS TO QUESTION 12, RELATED TO THE APPROVAL OF STRAPPING PUPILS IN SCHOOLS

GROUPS	(N)	PERCENTAGE RESPONSES			
		No	I don't know	In some cases	Yes
Pupils	238	32.4	6.3	45.4	16.0
Parents	229	18.8	0.4	51.5	29.3
Teachers	80	12.5	1.2	52.5	33.7
Administrators	40	7.5	0.0	65.0	27.5
$\chi^2 = 50.533$	(587)	df = 9		Probability < 0.001	

To obtain information about the extent of strapping of pupils in the Edmonton Public School System, the following question was asked of the pupils:

> Question 13. Have you ever been strapped in an Edmonton Public School?

Significant data were obtained by comparing the responses of male and female pupils in Divisions II and III. These data are presented in Table 46. Data in this table show that 72.9 percent of the male pupils and 95.2 percent of the female pupils in Division II had not been strapped in the Edmonton Public School System. Only 15.7 percent of the males and 4.8 percent of the females were strapped "once." Only 7.1 percent of the males and none of the females were strapped "a few times." And 4.3 percent of the males and none of the females were strapped "many times."

TABLE 46

PERCENTAGE OF RESPONSES OF MALE AND FEMALE PUPILS IN DIVISION II TO QUESTION 13, RELATED TO STRAPPING PUPILS IN THE EPSS*

SEX - Division II	(N)	PERCENTAGE RESPONSES			
		No	Only once	A few times	Many times
Male	70	72.9	15.7	7.1	4.3
Female	62	95.2	4.8	0.0	0.0
$\chi^2 = 12.715$	(132)	df = 3		Probability = 0.005	

*Edmonton Public School System

According to data in Table 47, 56.4 percent of the male pupils and 94.1 percent of the female pupils in Division III had not been strapped in the Edmonton Public School System. There were 14.5 percent of the males and 3.9 percent of the females who had been strapped "only once," and 25.5 percent of the males and 2 percent of the females who had been strapped "a few times." Only 3.6 percent of the males indicated that they had been strapped "many times."

Question 14 on the pupil questionnaire was designed to determine, within broad limits, the amount of corporal punishment by means other than the strap that had been administered to the pupils who participated in the research. To elicit this kind of information the particular question was phrased as follows:

> Question 14. Have you ever received corporal punishment in an Edmonton Public School by means other than the strap?

Significant data were obtained from the responses of the male and female pupils in Divisions II and III.

TABLE 47

PERCENTAGE OF RESPONSES OF MALE AND FEMALE PUPILS IN DIVISION III TO QUESTION 13, RELATED TO STRAPPING PUPILS IN THE EPSS*

SEX - Division III	(N)	PERCENTAGE RESPONSES			
		No	Only once	A few times	Many times
Male	55	56.4	14.5	25.5	3.6
Female	51	94.1	3.9	2.0	0.0
$\chi^2 = 20.403$	(106)	df = 3		Probability < 0.001	

*Edmonton Public School System

Data from Table 48 show that 65.7 percent of the male pupils and 83.9 percent of the female pupils responded in the "no" response category to indicate that they had not received corporal punishment by means other than the strap, in any Edmonton Public School. There were 12.9 percent of the males and 11.3 percent of the females who had received such punishment "only once." There were 21.4 percent of the males and 4.8 percent of the females who stated that they had received such punishment "a few times." None of the male or female pupils had received such punishment "many times."

It is evident from data in Table 49 that 58.2 percent of the male and 78.4 percent of the female pupils in Division III, had not received any corporal punishment by means other than the strap in any

TABLE 48

PERCENTAGE OF RESPONSES OF MALE AND FEMALE PUPILS IN DIVISION II TO QUESTION 14, RELATED TO CORPORAL PUNISHMENT THEY RECEIVED IN ANY EPS* OTHER THAN BY STRAP

SEX - Division II	(N)	PERCENTAGE RESPONSES			
		No	Only once	A few times	Many times
Male	70	65.7	12.9	21.4	0.0
Female	62	83.9	11.3	4.8	0.0
$\chi^2 = 8.162$	(132)	df = 2		Probability = 0.016	

*Edmonton Public School

TABLE 49

PERCENTAGE OF RESPONSES OF MALE AND FEMALE PUPILS IN DIVISION III TO QUESTION 14, RELATED TO CORPORAL PUNISHMENT THEY RECEIVED IN ANY EPS* OTHER THAN BY STRAP

SEX - Division III	(N)	PERCENTAGE RESPONSES			
		No	Only once	A few times	Many times
Male	55	58.2	1.8	38.2	1.8
Female	51	78.4	9.8	9.8	2.0
$\chi^2 = 13.270$	(106)	df = 3		Probability = 0.004	

*Edmonton Public School

Edmonton Public School. There were 1.8 percent of the male and 9.8 percent of the female pupils who had received such punishment "only once." Just over 38 percent (38.2) of the male and 9.8 percent of the female pupils had received such punishment, "a few times." A small number of pupils, 1.8 percent of the males and 2 percent of the females, had stated that they had received that type of punishment at school "many times."

Question 13 on the parent, teacher, and administrator research instruments, was designed to obtain the information which was used to determine the attitudes of these three groups, toward the use of any form of corporal punishment in schools.

Question 13. Are you in favor of any form of corporal punishment in our schools?

The responses to Question 13 of parents, categorized by ethnic origin, yielded significant data.

Data in Table 50 indicate that 22.4 percent of the parents of British origin, 13.8 percent of those of German origin, 26.3 percent of those of Slavic origin, and 38.6 percent of all parents from other ethnic origins who responded to Question 13 were not in favor of "any form" of corporal punishment in the schools. There were 3.5 percent of the parents of British origin, 6.9 percent of those of German origin, 10.5 percent of those of Slavic origin, and 2.3 percent of the parents who were considered from "other" ethnic origins did not know whether they were in favor of such punishment in the schools. There were 27.1 percent of those of British origin, 37.9 percent of those of German origin, 36.8 percent of those of Slavic origin, and 43.2 percent of the parents from "other" ethnic origins who felt that "in some cases" corporal punishment

TABLE 50

PERCENTAGE OF RESPONSES OF PARENTS, BY ETHNIC ORIGIN, TO QUESTION 13, RELATED TO THE APPROVAL OF CORPORAL PUNISHMENT IN SCHOOLS

ETHNIC ORIGIN	(N)	PERCENTAGE RESPONSES			
		No	I don't know	In some cases	Yes
British	85	22.4	3.5	27.1	47.1
German	29	13.8	6.9	37.9	41.4
Slavic	19	26.3	10.5	36.8	26.3
Others	44	38.6	2.3	43.2	15.9
$\chi^2 = 18.430$	(177)	df = 9		Probability = 0.030	

was acceptable. Just over 47 percent (47.1) of the parents of British origin, 41.4 percent of those of German origin, 26.3 percent of those of Slavic origin, and 15.9 percent of the parents in the "other" ethnic origin category who indicated that they were in favor of such punishment in the schools.

It should be noted that only 177 parents, out of a possible 229, responded to Question 13 on the parent research questionnaires.

To determine the extent to which corporal punishment is administered to children in the home, all parents involved in this study, including teachers, and administrators were asked the following question:

> Question 14. Do you administer corporal punishment to your children at home?

Significant data were obtained from the responses of teachers of various age categories and categories of tenure with the Emonton Public

School Board; and male and female administrators.

Data in Table 51 show that 10.3 percent of the teachers in the first category (20 to 30 years), 6.7 percent of those in the second age category (30 to 40 years), and 25 percent of those in the third age category (over 40 years) do not administer corporal punishment to their children. There were 25.6 percent of the teachers in the first age category, 66.7 percent of those in the second age category who stated that they "very seldom" administer corporal punishment to their children. Only 5.1 percent of those in the first age category and none of those in the other two categories said that they administer such punishment "quite often." Fifty-nine percent of the teachers in the first age category,

TABLE 51

PERCENTAGE OF RESPONSES OF TEACHERS, BY AGE CATEGORY TO QUESTION 14, RELATED TO CORPORAL PUNISHMENT OF CHILDREN AT HOME

AGE CATEGORY	(N)	PERCENTAGE RESPONSES			
		No	Very seldom	Quite often	No children
1 (20 to 30 years)	39	10.3	25.6	5.1	59.0
2 (31 to 40 years)	15	6.7	66.7	0.0	26.7
3 (Over 40 years)	20	25.0	70.0	0.0	5.0
$\chi^2 = 22.793$	(74)	df = 6		Probability < 0.001	

26.7 percent of those in the second age category, and 5 percent of those in the third age category indicated that they had no children.

Data in Table 52 show that 12.5 percent of the teachers in the

TABLE 52

PERCENTAGE OF RESPONSES OF TEACHERS BY CATEGORY OF TENURE WITH THE EPSB,* TO QUESTION 14, RELATED TO CORPORAL PUNISHMENT OF CHILDREN AT HOME

TENURE CATEGORY	(N)	PERCENTAGE RESPONSES			
		No	Very seldom	Quite often	No children
1 (Under 5 years)	32	12.5	28.1	6.2	53.1
2 (5 to 10 years)	23	8.7	47.8	0.0	43.5
3 (Over 10 years)	19	21.1	73.7	0.0	5.3
$\chi^2 = 16.753$	(74)	df = 6		Probability = 0.010	

*Edmonton Public School Board

first tenure category (under 5 years), 8.7 percent of those in the second tenure category (5 to 10 years), and 21.1 percent of those in the third tenure category (over 10 years) do not administer corporal punishment to their children at home. There were 28.1 percent of those in the first tenure category, 47.8 percent of those in the second tenure category, and 73.7 percent of those in the third tenure category who stated that they "very seldom" administer such punishment to their children. Of those in the first tenure category, 6.2 percent said that they administered such punishment to their children at home "quite often." Teachers in the other two tenure categories did not answer in this response category. There were 53.1 percent of those in the first tenure category, 43.5 percent of those in the second tenure category, and 5.3

percent of those in the third tenure category who said that they had no children.

It should be noted that only 74 out of a possible 80 teachers responded to Question 14.

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

SUMMARY

The Problem

This research was undertaken to determine the attitudes of pupils, parents, teachers, and administrators in selected schools of the Edmonton Public School System, toward corporal punishment in the schools. The areas of investigation were:

1. corporal punishment administered to children at home;
2. the strapping of pupils in school;
3. corporal punishment in school by means other than the strap;
4. strapping pupils to improve their behavior;
5. the effect of strapping some pupils for bad behavior, on the behavior of other pupils;
6. strapping pupils to improve their achievement;
7. the effect of strapping some pupils for under-achievement, on the achievement of other pupils;
8. notifying parents when their child is strapped;
9. obtaining parental permission before strapping a pupil;
10. holding a grudge against the person deciding to have a pupil strapped;
11. amount of strapping in schools;
12. approval of strapping in the schools;
13. pupils strapped in the Edmonton Public School System;

14. corporal punishment in the Edmonton Public School System other than by strapping; and

15. corporal punishment of children at home.

Comparisons of inter-group and intra-group responses were made to determine significant differences in the attitudes of the respondents in this study toward corporal punishment. All significant data related to each question on each research questionnaire were tabulated and discussed to determine major findings.

Related Literature

In reviewing the literature related to the problem investigated in this research, certain limitations were observed. All forms of research material related to the following topics were reviewed as having implications for this study:

1. The history of corporal punishment, and

2. The legal aspects of corporal punishment in Canadian, British, and American Schools.

Methodology

Three instruments were used to obtain the data required for the research. Each instrument was designed to obtain personal data about the respondents, and also data related to corporal punishment in selected schools and homes. A number of "specifics" were identified as being related to the use of corporal punishment in schools. Questions used on each research instrument were designed to obtain data related to these "specifics." The instruments were administered to a random sample of pupils, parents, teachers, and administrators in randomly selected schools in the Edmonton Public School System.

The data obtained from the completed questionnaires were tabulated and processed to provide cross-tabulations and to apply the chi-square test of significance. All personal data obtained in the research were tabulated and discussed in Chapter III. All frequency tables related to corporal punishment in schools, which had a chi-square probability of 0.05 or less were discussed. A summary of all responses to the research questionnaires was placed in Appendix D for reference purposes.

Findings

The findings of this research were determined from significant data which were tabulated and analyzed in Chapter IV. These findings are given under headings which indicate the areas of investigation.

Corporal punishment received at home. Regarding corporal punishment received by children at home, most of the female and all of the male administrators indicated that they had received corporal punishment at home while they were children. More of the administrators working at the Division III level than those working at the Division II level, received corporal punishment at home, as children.

Most of the male and female pupils, but fewer female pupils in Division II stated that they had received corporal punishment at home. Data for other groups and subgroups were not significant and therefore were not used to determine findings.

The strapping of pupils in school. In response to the question related to having been strapped in school, most of the pupils said that they had not received such punishment. This was true of pupils in Divisions II and III. In each case, more boys than girls, were recipients

of the strap in school. The number of boys in Division III who were strapped in school was slightly less than one-half.

Of the parent respondents, about one-half stated that they had been strapped in school. There were just over twice as many males as there were females who were punished with a strap in school.

Of the teacher respondents, nearly one-half had been strapped in school. More than three times as many male teachers as female teachers had experience with the strap while at school. About three times as many teachers over 30 years of age, as compared with those between 20 and 30 years old, were strapped in school while they were pupils. Almost the same was true of teachers with over 5 years of tenure with the Edmonton Public School Board, when compared with teachers with less than 5 years of tenure. This could mean that corporal punishment in schools has been continuously diminishing with each generation of pupils who completed school.

Most of the administrators stated that they had been strapped in school.

Corporal punishment in schools, other than by strap. Most of the pupils who participated in the study indicated that they had not received other forms of corporal punishment except the strap, while in school. This was true for both Divisions II and III. In each case more males than females were punished by means other than the strap.

Most of the parents, teachers, and administrators stated that, as pupils, they had not been punished by methods other than with the prescribed strap.

Strapping pupils to improve their behavior. Most pupils,

parents, teachers, and administrators stated that they felt such punishment does have some merit when used to improve pupil-behavior. The group with the highest percentage of its members who felt this to be true was the administrator-group. The teacher-group was second in rank order, with the parent-group third, and the pupil-group fourth or last.

The effect that strapping some pupils for bad behavior has on the behavior of other pupils. A majority of the respondents in each of the four groups indicated that in their opinion strapping some pupils for bad behavior tended to improve the behavior of other pupils, at least in some cases.

All other respondents either did not know what effect such punishment had on the behavior of other pupils, or they expressed a negative feeling toward its use.

Strapping pupils to improve their achievement. Most of the pupils in Division II felt that strapping pupils for not doing their best work does not make them achieve better. Most of the teachers, and especially those with less than 5 years of tenure with the Edmonton Public School System felt that strapping pupils for under-achievement does not improve their achievement. It is possible that teachers with very few years of tenure are idealistic in their approach to teaching and refrain from the use of corporal punishment.

The effect that strapping some pupils for under-achievement has on the achievement of other pupils. Most of the respondents in each group, and especially the parents, felt that strapping some pupils for under-achievement does not make other pupils achieve better.

Less than one-half of the pupils in Division II felt that such

punishment has some merit in trying to improve the achievement of other pupils.

Most of the teachers with less than 5 years of tenure with the Edmonton Public School Board felt that such discipline was of no value in improving the achievement of other pupils. Most of the teachers with more than 10 years of tenure also expressed the same opinion. Of the teachers with 5 to 10 years of tenure, slightly less than one-half felt that such punishment had no merit. A few indicated that they did not know, and slightly less than one-half felt that strapping some pupils did have a beneficial effect on the achievement of other pupils.

Notifying parents when their child has been strapped. A large majority of the pupils, parents, teachers, and administrators felt that in most cases, parents should be notified when their child has been strapped.

Obtaining parental permission before strapping a pupil. Just over one-half of the pupils stated that parental permission should be obtained, at least in some cases, before a pupil is strapped. Almost one-half of the pupils did not think that such permission was necessary.

Most of the parents, teachers, and administrators felt that such permission was not necessary.

Holding a grudge against the person deciding to have a pupil strapped. Only about one-third of the pupils indicated that they held a grudge against the persons who were responsible for having them strapped.

Most of the parents, teachers, and administrators stated that they did not hold a grudge against such persons.

Amount of strapping in the schools. About one-fifth of the participants in this study felt that there was too much strapping in the schools. The largest number of these consisted of pupils and administrators.

Pupils strapped in the Edmonton Public School System. A large majority of the pupils in Division II, both males and females, stated that they had not been strapped in the Edmonton Public School System. In Division III, just over one-half of the males and almost all the females stated likewise. More males than females were punished in that manner in the Edmonton Public Schools.

Corporal punishment in the Edmonton Public School System by means other than the regulation strap. The majority of the pupils in Divisions II and III in the Edmonton Public School System have not received corporal punishment by means other than the strap. The majority of such pupils was greater in Division II than in Division III. Of those who said that they had received such punishment, most responded in the "Only once" and "A few times" categories.

Corporal punishment of children at home. A majority of the parents, as well as teachers and administrators with children, indicated that they resorted to corporal punishment of their children at home, but this form of punishment is very seldom used by them.

CONCLUSIONS

On the basis of the findings of this study, the following conclusions are drawn:

1. In general, the attitudes of pupils, parents, teachers, and

administrators in the Edmonton Public School System were favorable toward the strapping of pupils in schools.

2. Most pupils, parents, teachers, and administrators felt that strapping pupils for bad behavior, tends to improve pupil-behavior.
3. Pupils in Division II, and most teachers did not feel that strapping pupils for not doing their best work has a beneficial effect.
4. Most pupils, parents, teachers, and administrators favor the notification of parents when a pupil is strapped in school.
5. Almost one-half of the pupils and a majority of the parents, teachers, and administrators felt that no parental permission is necessary before a pupil is strapped.
6. The majority of pupils in the Edmonton Public School System have not been strapped in school. More boys than girls have been strapped. This holds true for the males who participated in the study.
7. Most pupils, parents, teachers, and administrators did not hold a grudge against those responsible for having them strapped in school.
8. The majority of the pupils in the Edmonton Public School System have not received corporal punishment which is not approved by board regulations.
9. A large majority of the parents, as well as teachers and administrators with children, administer a limited amount of corporal punishment to their children at home.

IMPLICATIONS

The conclusions reached in this research point out the following considerations:

1. Because the majority of the pupils, parents, teachers, and administrators have expressed approval of strapping pupils in schools, the Edmonton Public School Board should continue to formulate guidelines regarding the use of corporal punishment in its schools. These guidelines should be established by a committee composed of pupils, parents, teachers, and administrators.
2. This study shows that some forms of corporal punishment, not approved by school board regulations, are being administered to a limited number of pupils in the schools. Clarification of the teachers' legal position in using such forms of punishment should be provided by the central administration of the school board to prevent legal action against the teachers.
3. Data in the study indicate that pupils, parents, teachers, and administrators who participated in this study favor the notification of the parents when their child has been strapped in school. Edmonton Public School Board regulations presently provide for such notification, but these regulations do not specify any time limit within which the parents should be notified. It is recommended that these regulations be amended so that a definite time of notification be stated.
4. Some pupils who participated in this research indicated that they did not wish their parents to know that they had been strapped in school. Consideration should probably be given to

respecting such confidentiality, perhaps at the discretion of the school principal.

5. Because data indicate that some parents disapprove of corporal punishment in the schools, perhaps consideration should be given to respecting the wishes of these parents by leaving this matter to the discretion of the school principal who would select an alternate form of punishment.

PROBLEMS FOR FURTHER STUDY

This study is not an exhaustive one and many questions, related to corporal punishment in schools, are left unanswered. The following problems are suggested for further research.

1. The scope of this study did not allow research into the circumstances which prompt a teacher or administrator to administer corporal punishment to a pupil in school. This problem could be researched to determine the circumstances which result in a pupil receiving such punishment.
2. The problem of finding alternatives to the use of corporal punishment could be researched. These alternatives could be classified as short-range solutions, intermediate-range solutions, long-range solutions in schools, and long-range solutions using outside agencies.
3. A thorough investigation into the effectiveness of corporal punishment as a means of discipline should be undertaken.
4. Case histories of pupils who have received corporal punishment frequently, and over a fairly long period of time could be

recorded and studied to determine the effectiveness of such punishment.

5. An investigation of the various types of corporal punishment resorted to by teachers in the classroom, could be conducted in order to determine their effectiveness, the possible dangers involved, the effect of such punishment on other pupils, and the approval or disapproval of such punishment by pupils and parents.
6. A study should also be done to determine how the use of corporal punishment compares with other methods of teaching pupils self-discipline.
7. Another problem for further study should be an investigation of discipline methods in school jurisdictions where corporal punishment is not permitted in schools.

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APPENDIX A

This appendix includes copies of the letters sent to the principals and the parents, asking them to cooperate in the research. It also contains the instructions to principals regarding the administration of the research instruments.

10925 - 87th Avenue
Edmonton, Alberta
March 3, 1972

Dear (Principal's name)

Re: Research study on corporal punishment in the Edmonton Public School System.

Further to our telephnone conversation regarding my research, I wish to thank you for accepting the responsibility of selecting the samples required from your school, and to supervise the administering of the research questionaires.

To select the required samples, please follow these instructions:

1. The pupil-sample. Assign numbers to all your Division ____ pupils. Then taking one grade at a time, put in a duplicate set of numbers for this grade into a box. Draw two numbers out of the box to identify the two pupils from the grade who will be part of the pupil-sample. Repeating this procedure for each grade will yield the six pupils required from your school as participants in the research.

2. The parent-sample. One parent of each pupil in the pupil-sample will become part of the parent-sample from your school. Send one parent-questionaire home with each pupil in the pupil-sample. The instructions to the parents are enclosed in the sealed envelope, with the questionaire.

3. The teacher-sample. Assign a number to each teacher in Division ____ . Place a duplicate number for each teachers into a box and draw two numbers out to identify the two teachers from your school who will be participants in the research.

4. The administrator-sample. If you have an assistant principal in your school, decide by a toss of a coin as to which one should complete the research questionaire.

As per your verbal assurance, please supervise the completion of the questionaires sent to your school and return them to me in the self-addressed envelope, by school board truck.

Once again, I thank you for your cooperation.

Yours sincerely,

M. Shalka

INSTRUCTIONS FOR ADMINISTERING THE QUESTIONNAIRES

1. Please administer the questionnaires to the six pupils in your school, who were selected as participants in this research.

   It is important that pupils understand the instructions for completing the research instruments.

   Pupils should not be allowed to discuss the questionnaire items. They should record their own feelings or opinions.

   Collect the completed questionnaires and seal them in the envelope provided.

2. Ask the two teachers in your school, who were selected as participants in this research, to complete their questionnaires and to return them to you in sealed envelopes.

3. The administrator selected in your school as a participant in this research should complete his/her questionnaire and return it to you in a sealed envelope.

4. Send the parent-questionnaires home with the pupils who participated in this research. Instructions to parents are included with their questionnaires. Ask the pupils to bring back the completed parent-questionnaires in sealed envelopes.

5. Return all completed questionnaires, sealed in the large self-addressed envelope provided, by school board truck.

   Thank you

10925 - 87th Avenue
Edmonton, Alberta
March 3, 1972

Dear Parent or Guardian:

As a principal of one of our city schools, I am conducting a research study on the subject of corporal punishment in our school system. In order to do this I am seeking the opinions of pupils, parents, teachers, and administrators. I sincerely hope that you will cooperate with me by providing some of the data. Please complete the questionnaire submitted to you and return it to the school, sealed in the envelope provided. Either parent may complete the questionnaire. Thanking you, I remain,

Sincerely,

M. Shalka

APPENDIX B

This appendix includes the criteria used in selecting the schools which were involved in the study. It also includes a list of the schools which participated in the research. It also includes the criteria used for selecting the pupil, parent, teacher, and administrator samples.

SELECTION OF THE SAMPLE

1. To get the sample of elementary schools which would be used in the study, every fifth elementary school was chosen from the 1971-72 Edmonton Public School System School Directory.

2. To get the sample of junior high schools, every second junior high school was chosen from the same directory.

3. It is from the 22 elementary schools and 20 junior high schools that the sample of pupils, parents, teachers, and administrators was obtained. The following methods of selection were used:

   (a) Pupils. Using the sample-schools two pupils from each grade (4 to 9 inclusive) were selected by using the "draw" method. The total sample consisted of 252 pupils.

   (b) Parents. The parents of the pupils in the pupil-sample were selected for the parent-sample. It was left up to these parents as to whether the male or female parent of each pupil would complete the inventory. The size of this sample was also 252.

   (c) Teachers. The teachers of grades 4 to 9 inclusive were assigned numbers. Using the "draw" method two were chosen from each school. There were 84 teachers in the teacher-sample.

   (d) Administrators. One principal or assistant principal was selected from each sample-school. To determine which one should complete the inventory, the "coin-toss" method was used. This sample consisted of 42 administrators.

ELEMENTARY SCHOOLS SELECTED FOR THE SAMPLE

School	Address
1. Argyll	8540 - 69 Ave.
2. Bellevue	11515 - 71 St.
3. Brightview	15425 - 106 Ave.
4. Central	10045 - 156 St.
5. Delton	12126 - 89 St.
6. Duggan	10616 - 36A Ave.
7. Forest Heights	10304 - 81 St.
8. Glenora	13520 - 102 Ave.
9. H.A. Gray	12140 - 103 St.
10. Inglewood	11515 - 127 St.
11. Kildare	7525 - 144 Ave.
12. Lendrum	11330 - 54 Ave.
13. Mee-Yah-Noh	9221 - 128A Ave.
14. McArthur	13535 - 134 St.
15. McQueen	14425 McQueen Rd.
16. Oliver	10210 - 117 St.
17. Prince Charles	12325 - 127 St.
18. Richard Secord	4025 - 117 St.
19. Rundle	11005 - 34 St.
20. Sherwood	15251 - 96 Ave.
21. Virginia Park	7324 - 109 Ave.
22. Woodcroft	13750 - 116 Ave.

JUNIOR HIGH SCHOOLS SELECTED FOR THE SAMPLE

School	Address
23. Avalon	5425 - 114 St.
24. Balwin	7055 - 132 Ave.
25. Britannia	16018 - 104 Ave.
26. Donnan	7813 - 87 St.
27. Eastwood	12023 - 81 St.
28. H.A. Gray	12140 - 103 St.
29. Highlands	11509 - 62 St.
30. Kenilworth	7005 - 89 Ave.
31. King Edward	8530 - 101 St.
32. Lawton	11602 - 40 St.
33. McCauley	9538 - 107 Ave.
34. McKernan	11330 - 76 Ave.
35. Ottewell	9435 - 73 St.
36. Parkdale	11648 - 85 St.
37. Ritchie	9750 - 74 Ave.
38. Sherbrooke	12245 - 131 St.
39. Steele Heights	14607 - 59 St.
40. Strathearn	8728 - 93 Ave.
41. Wellington	13160 - 127 St.
42. Westminster	13712 - 104 Ave.

APPENDIX C

In this appendix are found the questionnaires that were used with the four groups that participated in the research.

INVENTORY OF PUPIL OPINION

DIRECTIONS

1. DO NOT PUT YOUR NAME ON THIS PAPER. It is only your opinion that we want.

2. Check (✓) the answer that best expresses your opinion or feeling.

3. Answer all of the questions.

4. When you have finished, return the completed inventory to your teacher. He will put it into an envelope and seal it.

PERSONAL FACTS

We will not know who you are, but we want to know a few things about you. This will help us do a better job of finding out how you feel about the "strapping" of pupils in our schools.

Thank you for your help.

I. Are you a boy or a girl? ___(1) Boy ___(2) Girl

II. What grade are you in? Grade ____

III. List the countries, other than Canada, in which you attended school.

(1) _____ No. of years ____

(2) _____ No. of years ____

(3) _____ No. of years ____

(4) _____ No. of years ____

(5) _____ No. of years ____

Note:

The laws of Canada allow teachers to punish pupils by the use of "reasonable force".

The Edmonton Public School Board tries to limit such force to the use of the strap on the palms of the pupils' hands. It also tries to limit the amount of punishment to that which is permitted by the principal.

INVENTORY

I. Have you ever received corporal punishment at home?
___(1) No
___(2) Only once
___(3) A few times
___(4) Many times

II. Have you ever been strapped in school?
___(1) No
___(2) Only once
___(3) A few times
___(4) Many times

III. Have you ever received corporal punishment in school by means other than the strap?
___(1) No
___(2) Only once
___(3) A few times
___(4) Many times

IV. Do you feel that strapping pupils for bad behavior in school improves their behavior?
___(1) No
___(2) I don't know
___(3) In some cases
___(4) Yes

V. Do you feel that strapping pupils for bad behavior in school improves the behavior of other pupils?
___(1) No
___(2) I don't know
___(3) In some cases
___(4) Yes

VI. Do you feel that strapping pupils for not doing their best work in school will make them improve their work?
___(1) No
___(2) I don't know
___(3) In some cases
___(4) Yes

VII. Do you feel that strapping pupils for not doing their best work in school will make other pupils do better work?
___(1) No
___(2) I don't know
___(3) In some cases
___(4) Yes

VIII. Do you feel that the parents should be notified when their child has been strapped?
___(1) No
___(2) I don't know
___(3) In some cases
___(4) Yes

IX. Do you feel that the parents' permission should be obtained before their child is strapped in school?
___(1) No
___(2) I don't know
___(3) In some cases
___(4) Yes

X. If you were strapped in school, did you hold a grudge against the person who decided to have you strapped?
___(1) No
___(2) I don't know
___(3) In some cases
___(4) Yes

XI: Do you think that there is too much strapping in our schools?
___(1) No
___(2) I don't know
___(3) In some cases
___(4) Yes

XII. Are you in favor of the strapping of pupils in our schools?
___(1) No
___(2) I don't know
___(3) In some cases
___(4) Yes

XIII. Have you ever been strapped in an Edmonton Public School?
___(1) No
___(2) Only once
___(3) A few times
___(4) Many times

XIV. Have you ever received corporal punishment in an Edmonton Public School by means other than the strap?
___(1) No
___(2) Only once
___(3) A few times
___(4) Many times

INVENTORY OF PARENT OPINION

DIRECTIONS

1. DO NO PUT YOUR NAME ON THIS PAPER. It is only your opinion that we want.

2. Check (✓) the answer that best expresses your opinion.

3. Answer all of the questions.

4. When you have finished place the inventory into the envelope provided, seal it, and return it to the school.

PERSONAL FACTS

In order to do this research thoroughly, it is important to us that we know some personal facts about you. Remember that we will not know who you are.

Thank you for your cooperation.

I. What is your parental status?

___(1) Father
___(2) Step-father
___(3) Male legal guardian
___(4) Mother
___(5) Step-mother
___(6) Female legal guardian
___(7) Other status (Explain _____)

II. What is your occupation? _____

III. What is your wife's/husband's occupation? _____

IV. What is your religion? (Optional) _____

V. What is your ethnic origin? (Optional) _____

VI. List the number of children you have in each of the categories shown below.

Boys	Girls
___(1) 2-5 years old	___(4) 2-5 years old
___(2) 6-10 " "	___(5) 6-10 " "
___(3) 11-16 " "	___(6) 11-16 " "

Note: Under section 43 of the Criminal Code of Canada corporal punishment is permissable in our schools.

Edmonton Public School Board policy attempts to limit corporal punishment to the use of the strap on the palms of the pupils' hands. It also attempts to limit it to the extent of the punishment approved by the principal.

INVENTORY

I. Have you ever received corporal punishment at home?
___(1) No
___(2) Only once
___(3) A few times
___(4) Many times

II. Have you ever been strapped in school?
___(1) No
___(2) Only once
___(3) A few times
___(4) Many times

III. Have you ever received corporal punishment in school by means other than the strap?
___(1) No
___(2) Only once
___(3) A few times
___(4) Many times

IV. Do you feel that strapping pupils for bad behavior in school improves their behavior?
___(1) No
___(2) I don't know
___(3) In some cases
___(4) Yes

V. Do you feel that strapping pupils for bad behavior in school improves the behavior of other pupils?
___(1) No
___(2) I don't know
___(3) In some cases
___(4) Yes

VI. Do you feel that strapping pupils for not doing their best work in school will make them improve their work?
___(1) No
___(2) I don't know
___(3) In some cases
___(4) Yes

VII. Do you feel that strapping pupils for not doing their best work in school will make other pupils do better work?
___(1) No
___(2) I don't know
___(3) In some cases
___(4) Yes

VIII. Do you feel that the parents should be notified when their child has been strapped?
___(1) No
___(2) I don't know
___(3) In some cases
___(4) Yes

IX. Do you feel that the parents' permission should be obtained before their child is strapped?

___(1) No
___(2) I don't know
___(3) In some cases
___(4) Yes

X. If you were strapped in school, did you hold a grudge against the person who decided to have you strapped?

___(1) No
___(2) I don't know
___(3) In some cases
___(4) Yes

Xl. Do you think that there is too much strapping in our schools,

___(1) No
___(2) I don't know
___(3) In some cases
___(4) Yes

XII. Are you in favor of the strapping of pupils in our schools?

___(1) No
___(2) I don't know
___(3) In some cases
___(4) Yes

XI'I. Are you in favor of any form of corporal punishment in our schools?

___(1) No
___(2) I don't know
___(3) In some cases
___(4) Yes

XIV. Do you administer corporal punishment to your children at home?

___(1) No
___(2) Very seldom
___(3) Quite often
___(4) No children

XV. If you administer corporal punishment to your children at home, at what age do you feel that it should stop?

____ Age for boys ____Age for girls

INVENTORY OF TEACHER OR ADMINISTRATOR OPINION

DIRECTIONS

1. DO NOT PUT YOUR NAME ON THIS PAPER

2. Check (✓) the answer that best expresses your opinion.

3. When you have finished, place the completed inventory into the envelope provided, seal it, and return it to the principal.

PERSONAL FACTS

In order to do this research thoroughly, it is important for me to know some personal facts about you. Remember that I will not know who you are.

Thank you for your cooperation.

I. What is your age?
___(1) 20-30
___(2) 31-40
___(4) over 40 years old

II. What is your sex?
___(1) Male
___(2) Female

III. At what level do you teach or supervise?
___(1) Division II (Grades 4,5, and 6)
___(2) Division III (Grades 7,8, and 9)

IV. How many years of teacher education do you have?
___(1) 1-3
___(2) over 3

V. How long have you worked in the Edmonton Public School System?
___(1) Under 5 years
___(2) 5-10 years
___(3) Over 10 years

VI. List the country or countries in which you have taught, outside of Canada.
1. _____ No. of years _____
2. _____ No. of years _____
3. _____ No. of years _____
4. _____ No. of years _____

VII. What is your present position?
___(1) Teacher
___(2) Assistant Principal
___(3) Principal

VIII. List the number of children you have in each of the categories shown below.

Boys	Girls
___(1) 2-5 years old	___(4) 2-5 years old
___(2) 6-10 " "	___(5) 6-10 " "
___(3) 11-15 " "	___(6) 11-16 " "

Note:

Under section 43 of the Criminal Code of Canada, corporal punishment is permissible in our schools.

Edmonton Public School Board policy attempts to limit corporal punishment to the use of the strap on the palms of the pupils' hands. It also attempts to limit the extent of the punishment to that approved by the principal.

INVENTORY

I. Have you ever received corporal punishment at home?
___(1) No
___(2) Only once
___(3) A few times
___(4) Many times

II. Have you ever been strapped in school?
___(1) No
___(2) Only once
___(3) A few times
___(4) Many times

III. Have you ever received corporal punishment in school by means other than the strap?
___(1) No
___(2) Only once
___(3) A few times
___(4) Many times

IV. Do you feel that strapping pupils for bad behavior in school improves their behavior?
___(1) No
___(2) I don't know
___(3) In some cases
___(4) Yes

V. Do you feel that strapping pupils for bad behavior in school improves the behavior of other pupils?
___(1) No
___(2) I don't know
___(3) In some cases
___(4) Yes

VI. Do you feel that strapping pupils for not doing their best work in school will make them improve their work?
___(1) No
___(2) I don't know
___(3) In some cases
___(4) Yes

VII. Do you feel that strapping pupils for not doing their best work in school will make other pupils do better work?
___(1) No
___(2) I don't know
___(3) In some cases
___(4) Yes

VIII. Do you feel that the parents should be notified when their child has been strapped?
___(1) No
___(2) I don't know
___(3) In some cases
___(4) Yes

IX. Do you feel that the parents' permission should be obtained before their child is strapped?

___(1) No
___(2) I don't know
___(3) In some cases
___(4) Yes

X. If you were strapped in school, did you hold a grudge against the person who decided to have you strapped?

___(1) No
___(2) I don't know
___(3) In some cases
___(4) Yes

Xl. Do you think that there is too much strapping in our schools,

___(1) No
___(2) I don't know
___(3) In some cases
___(4) Yes

XII. Are you in favor of the strapping of pupils in our schools?

___(1) No
___(2) I don't know
___(3) In some cases
___(4) Yes

XIII. Are you in favor of any form of corporal punishment in our schools?

___(1) No
___(2) I don't know
___(3) In some cases
___(4) Yes

XIV. Do you administer corporal punishment to your children at home?

___(1) No
___(2) Very seldom
___(3) Quite often
___(4) No children

XV. If you administer corporal punishment to your children at home, at what age do you feel that it should stop?

____ Age for boys ____Age for girls

APPENDIX D

SUMMARY OF RESPONSES TO QUESTIONNAIRES

Summary of Responses to Questionnaires

Question 15: If you administer corporal punishment to your children at home, at what age do you feel that it should stop?

	Parent Responses		Teacher Responses		Administrator Responses			
Age	boys	girls	boys	girls	boys	girls	Total	%
5	1	1	0	0	0	0	2	0.50
6	4	3	1	2	1	0	11	2.71
7	0	1	1	0	0	0	9	2.23
8	6	4	2	2	1	1	16	3.94
9	3	3	0	0	2	2	10	2.46
10	23	21	4	3	7	6	64	15.76
11	2	2	2	2	2	0	10	3.94
12	34	39	11	8	7	5	104	25.62
13	17	14	1	2	3	6	43	10.59
14	20	19	2	5	2	5	53	13.05
15	7	8	4	4	1	2	26	6.40
16	13	18	2	4	0	0	37	9.11
17	3	2	0	0	0	0	5	1.23
18	8	7	0	0	0	0	15	3.70
19	0	0	0	0	0	0	0	0.00
20	0	1	0	0	0	0	1	0.25
								100.00

Summary of Responses to Questionnaires

Groups Compared: All Four Groups

1. Pupils 2. Parents 3. Teachers 4. Administrators

Question 1. Have you ever received corporal punishment at home?

Groups	No	Only once	A few times	Many times	Total	
1	51	11	131	44	237	X^2 = 15.948
2	48	17	117	47	229	
3	8	7	53	12	80	df = 9
4	2	3	28	8	41	
						P = 0.068
Total	109	38	329	111	587	
Total %	18.6	6.5	56.0	18.9	100.0	

Question 2. Have you ever been strapped in school?

Groups					Total	
1	185	27	19	7	238	X^2 = 58.407
2	115	57	47	10	229	
3	43	16	18	3	80	df = 9
4	14	11	11	5	41	
						P < 0.001
Total	357	111	95	25	588	
Total %	60.7	18.9	16.2	4.3	100.0	

Question 3. Have you ever received corporal punishment in school by means other than the strap?

Groups					Total	
1	163	31	38	5	237	X^2 = 30.738
2	197	9	18	3	227	
3	68	2	9	1	80	df = 9
4	29	2	8	1	40	
						P < 0.001
Total	457	44	73	10	584	
Total %	78.3	7.5	12.5	1.7	100.0	

Summary of Responses to Questionnaires

Groups Compared: All Four Groups

1. Pupils 2. Parents 3. Teachers 4 Administrators

Question 4. Do you feel that strapping pupils for bad behavior in school improves their behavior?

Groups	No	I don't know	In some cases	Yes	Total	
1	55	23	135	25	238	X^2 = 22.418
2	51	10	136	32	229	
3	9	4	60	7	80	df = 9
4	4	0	32	5	41	
						P = 0.008
Total	119	37	363	69	588	
Total %	20.2	6.3	61.7	11.7	100.0	

Question 5. Do you feel that strapping pupils for bad behavior in school improves the behavior of other pupils?

Groups					Total	
1	74	26	95	43	238	X^2 = 37.451
2	70	18	89	52	229	
3	10	4	50	16	80	df = 9
4	5	1	31	4	41	
						P < 0.001
Total	159	49	265	115	588	
Total %	27.0	8.3	45.1	19.6	100.0	

Question 6. Do you feel that strapping pupils for not doing their best work in school will make them improve their work?

Groups					Total	
1	161	13	47	17	238	X^2 = 16.155
2	175	13	35	6	229	
3	54	9	14	3	80	df = 9
4	23	5	11	2	41	
						P = 0.060
Total	413	40	107	28	588	
Total %	70.2	6.8	18.2	4.8	100.0	

Summary of Responses to Questionnaires

Groups Compared: All Four Groups

1. Pupils 2. Parents 3. Teachers 4. Administrators

Question 7. Do you feel that strapping pupils for not doing their best work in school will make other pupils do better work?

Groups	No	I don't know	In some cases	Yes	Total	
1	133	27	47	31	238	$X^2 = 33.316$
2	167	20	34	8	229	
3	50	10	18	2	80	df = 9
4	25	9	6	1	41	
						P < 0.001
Total	375	66	105	42	588	
Total %	63.8	11.2	17.9	7.1	100.0	

Question 8. Do you feel that the parents should be notified when their child is strapped?

Groups					Total	
1	42	7	45	144	238	$X^2 = 35.587$
2	37	3	33	156	229	
3	6	4	19	51	80	df = 9
4	3	0	20	18	41	
						P < 0.001
Total	88	14	117	369	588	
Total %	15.0	2.4	19.9	62.8	100.0	

Question 9. Do you feel that the parents' permission should be obtained before their child is strapped?

Groups					Total	
1	99	17	54	68	238	$X^2 = 38.055$
2	133	8	44	42	227	
3	53	2	15	9	79	df = 9
4	28	0	12	1	41	
						P < 0.001
Total	313	27	125	120	585	
Total %	53.3	4.6	21.4	20.5	100.0	

Summary of Responses to Questionnaires

Groups Compared: All Four Groups

1. Pupils 2. Parents 3. Teachers 4. Administrators

Question 10. If you were strapped in school, did you hold a grudge against the person who decided to have you strapped?

Groups	No	I don't know	In some cases	Yes	Total	
1	97	41	28	36	202	$X^2 = 24.241$
2	109	27	24	26	186	
3	41	4	4	4	53	df = 9
4	25	2	3	1	31	
						P = 0.003
Total	272	74	59	67	472	
Total %	57.6	15.7	12.5	14.2	100.0	

Question 11. Do you think that there is too much strapping in our schools?

Groups					Total	
1	111	57	30	37	235	$X^2 = 45.796$
2	109	86	21	11	227	
3	50	24	5	1	80	df = 9
4	22	8	10	1	41	
						P < 0.001
Total	292	175	66	50	583	
Total %	50.1	30.0	11.3	8.5	100.0	

Question 12. Are you in favor of the strapping of pupils in our schools?

Groups					Total	
1	77	15	108	38	238	$X^2 = 50.533$
2	43	1	118	67	229	
3	10	1	42	27	80	df = 9
4	3	0	26	11	40	
						P < 0.001
Total	133	17	294	143	587	
Total %	22.7	2.9	50.1	24.4	100.0	

Summary of Responses to Questionnaires

Groups Compared: Pupils in Division II

1. Males 2. Females 3. _____ 4. _____

Question 1. Have you ever received corporal punishment at home?

Groups	No	Only once	A few times	Many times	Total	
						X^2 = 8.975
1	6	4	43	17	70	
2	16	1	36	9	62	df = 3
						P = 0.029
Total	22	5	79	26	132	
Total %	16.7	3.8	59.8	19.7	100.0	

Question 2. Have you ever been strapped in school?

Groups					Total	
						X^2 = 9.028
1	52	11	4	3	70	
2	57	5	0	0	62	df = 3
						P = 0.028
Total	109	16	4	3	132	
Total %	62.6	12.1	3.0	2.3	100.0	

Question 3. Have you ever received corporal punishment in school by means other than the strap?

Groups					Total	
						X^2 = 10.664
1	43	13	13	1	70	
2	52	8	2	0	70	df = 3
						P = 0.013
Total	95	21	15	1	132	
Total %	72.0	15.9	11.4	0.8	100.0	

Summary of Responses to Questionnaires

Groups Compared: Pupils in Division II

1. Males 2. Females 3. _____ 4. _____

Question 4. Do you feel that strapping pupils for bad behavior in school improves their behavior?

Groups	No	I don't know	In some cases	Yes	Total		
						X^2 =	0.266
1	10	9	39	12	70		
2	10	7	33	12	62	df =	3
						P =	0.966
Total	20	16	72	24	132		
Total %	15.2	12.1	54.5	18.2	100.0		

Question 5. Do you feel that strapping pupils for bad behavior in school improves the behavior of other pupils?

Groups					Total		
						X^2 =	2.749
1	19	11	22	18	70		
2	13	6	27	16	62	df =	3
						P =	0.432
Total	32	17	49	34	132		
Total %	24.2	12.9	37.1	25.8	100.0		

Question 6. Do you feel that strapping pupils for not doing their best work in school will make them improve their work?

Groups					Total		
						X^2 =	10.533
1	40	10	12	8	70		
2	37	0	17	8	62	df =	3
						P =	0.014
Total	77	10	29	16	132		
Total %	58.3	7.6	22.9	12.1	100.0		

Summary of Responses to Questionnaires

Groups Compared: Pupils in Division II

1. Males 2. Females 3. _____ 4. _____

Question 7. Do you feel that strapping pupils for not doing their best work in school will make other pupils do better work?

Groups	No	I don't know	In some cases	Yes	Total		
						x^2 =	10.413
1	33	15	6	16	70		
2	31	4	15	12	62	df =	3
						P =	0.015
Total	64	19	21	28	132		
Total %	48.5	14.4	15.9	21.2	100.0		

Question 8. Do you feel that the parents should be notified when their child is strapped?

Groups					Total		
						x^2 =	4.151
1	15	4	6	45	70		
2	6	2	6	48	62	df =	3
						P =	0.245
Total	21	6	12	93	132		
Total %	15.9	4.5	9.1	70.5	100.0		

Question 9. Do you feel that the parents' permission should be obtained before their child is strapped?

Groups					Total		
						x^2 =	2.159
1	32	6	14	18	70		
2	23	4	12	23	62	df =	3
						P =	0.539
Total	55	10	26	41	132		
Total %	41.7	7.6	19.7	31.1	100.0		

Summary of Responses to Questionnaires

Groups Compared: Pupils in Division II

1. Males 2. Females 3. _____ 4. _____

Question 10. If you were strapped in school, did you hold a grudge against the person who decided to have you strapped?

Groups	No	I don't know	In some cases	Yes	Total	
						X^2 = 5.298
1	30	9	9	14	62	
2	30	12	2	9	53	df = 3
						P = 0.151
Total	60	21	11	23	115	
Total %	52.2	18.3	9.6	20.0	100.0	

Question 11. Do you think that there is too much strapping in our schools?

Groups					Total	
						X^2 = 4.326
1	43	11	5	9	68	
2	34	16	8	4	62	df = 3
						P = 0.228
Total	77	27	13	13	130	
Total %	59.2	20.8	10.0	10.0	100.0	

Question 12. Are you in favor of the strapping of pupils in our schools?

Groups					Total	
						X^2 = 3.784
1	23	2	29	16	70	
2	18	7	25	12	62	df = 3
						P = 0.285
Total	41	9	54	28	132	
Total %	31.1	6.8	40.9	21.2	100.0	

Summary of Responses to Questionnaires

Groups Compared: Pupils in Division II

1. Males 2. Females 3. _____ 4. _____

Question 13. Have you ever been strapped in an Edmonton Public School?

Groups	No	Only once	A few times	Many times	Total	
						X^2 = 12.715
1	51	11	5	3	70	
2	59	3	0	0	62	df = 3
						P = 0.005
Total	110	14	5	3	132	
Total %	83.3	10.6	3.8	2.3	100.0	

Question 14. Have you ever received corporal punishment in an Edmonton Public School by means other than the strap?

Groups					Total	
						X^2 = 8.162
1	46	9	15	0.0	70	
2	52	7	3	0.0	62	df = 3
						P = 0.016
Total	98	16	18	0.0	132	
Total %	74.2	12.1	13.6	0.0	100.0	

Summary of Responses to Questionnaires

Groups Compared: Pupils in Division III

1. Males 2. Females 3. _____ 4. _____

Question 1. Have you ever received corporal punishment at home?

Groups	No	Only once	A few times	Many times	Total	
						X^2 = 7.088
1	11	1	31	11	54	
2	18	5	21	7	51	df = 3
						P = 0.069
Total	29	6	52	18	105	
Total %	27.6	5.7	49.5	17.1	100.0	

Question 2. Have you ever been strapped in school?

Groups					Total	
						X^2 = 17.582
1	30	8	13	4	55	
2	46	3	2	0	51	df = 3
						P < 0.001
Total	76	11	15	4	106	
Total %	71.7	10.4	14.2	3.8	100.0	

Question 3. Have you ever received corporal punishment in school by means other than the strap?

Groups					Total	
						X^2 = 9.399
1	31	3	18	2	54	
2	37	7	5	2	51	df = 3
						P = 0.024
Total	68	10	23	4	105	
Total %	64.8	9.5	21.9	3.8	100.0	

Summary of Responses to Questionnaires

Groups Compared: Pupils in Division III

1. Males 2. Females 3. _____ 4. _____

Question 4. Do you feel that strapping pupils for bad behavior in school improves their behavior?

Groups	No	I don't know	In some cases	Yes	Total		
						X^2 =	1.419
1	17	3	34	1	55		
2	18	4	29	0	51	df =	3
						P =	0.701
Total	35	7	63	1	106		
Total %	33.0	6.6	59.4	0.9	100.0		

Question 5. Do you feel that strapping pupils for bad behavior in school improves the behavior of other pupils?

Groups					Total		
						X^2 =	2.034
1	22	3	24	6	55		
2	20	6	22	3	51	df =	3
						P =	0.565
Total	42	9	46	9	106		
Total %	39.6	8.5	43.4	8.5	100.0		

Question 6. Do you feel that strapping pupils for not doing their best work in school will make them improve their work?

Groups					Total		
						X^2 =	3.902
1	43	3	9	0	55		
2	41	0	9	1	51	df =	3
						P =	0.272
Total	84	3	19	1	106		
Total %	79.2	2.8	17.0	0.9	100.0		

Summary of Responses to Questionnaires

Groups Compared: Pupils in Division III

1. Males 2. Females 3. _____ 4. _____

Question 7. Do you feel that strapping pupils for not doing their best work in school will make other pupils do better work?

Groups	No	I don't know	In some cases	Yes	Total		
						X^2 =	0.852
1	35	5	14	1	55		
2	34	3	12	2	51	df =	3
						P =	0.837
Total	69	8	26	3	106		
Total %	65.1	7.5	24.5	2.8	100.0		

Question 8. Do you feel that the parents should be notified when their child is strapped?

Groups					Total		
						X^2 =	8.127
1	16	1	13	25	55		
2	5	0	20	26	51	df =	3
						P =	0.043
Total	21	1	33	51	106		
Total %	19.8	0.9	31.1	48.1	100.0		

Question 9. Do you feel that the parents' permission should be obtained before their child is strapped?

Groups					Total		
						X^2 =	4.769
1	28	4	12	11	55		
2	16	3	16	16	51	df =	3
						P =	0.189
Total	44	7	28	27	106		
Total %	41.5	6.6	26.4	25.5	100.0		

Summary of Responses to Questionnaires

Groups Compared: Pupils in Division III

1. Males 2. Females 3. _____ 4. _____

Question 10. If you were strapped in school, did you hold a grudge against the person who decided to have you strapped?

Groups	No	I don't know	In some cases	Yes	Total	
						X^2 = 11.271
1	18	6	13	10	47	
2	19	14	4	3	40	df = 3
						P = 0.010
Total	37	20	17	13	87	
Total %	42.5	23.0	19.5	14.9	100.0	

Question 11. Do you think that there is too much strapping in our schools?

Groups					Total	
						X^2 = 0.758
1	16	15	9	14	54	
2	18	15	8	10	51	df = 3
						P = 0.859
Total	34	30	17	24	105	
Total %	32.4	28.6	16.2	22.9	100.0	

Question 12. Are you in favor of the strapping of pupils in our schools?

Groups					Total	
						X^2 = 1.362
1	16	3	30	6	55	
2	20	3	24	4	51	df = 3
						P = 0.714
Total	36	6	54	10	106	
Total %	34.0	5.7	50.9	9.4	100.0	

Summary of Responses to Questionnaires

Groups Compared: Pupils in Division III

1. Males 2. Females 3. _____ 4. _____

Question 13. Have you ever been strapped in an Edmonton Public School?

Groups	No	Only once	A few times	Many times	Total	
						X^2 = 20.403
1	31	8	14	2	55	
2	48	2	1	0	51	df = 3
						P < 0.001
Total	79	10	15	2	106	
Total %	74.5	9.4	14.2	1.9	100.0	

Question 14. Have you ever received corporal punishment in an Edmonton Public School by means other than the strap?

Groups					Total	
						X^2 = 13.270
1	32	1	21	1	55	
2	40	5	5	1	51	df = 3
						P = 0.004
Total	72	6	26	2	106	
Total %	67.9	5.7	24.5	1.9	100.0	

Summary of Responses to Questionnaires

Groups Compared: Parents - by Sex

1. Males 2. Females 3. _____ 4. _____

Question 1. Have you ever received corporal punishment at home?

Groups	No	Only once	A few times	Many times	Total	
						X^2 = 6.498
1	13	3	47	12	75	
2	35	14	70	35	154	df = 3
						P = 0.089
Total	48	17	117	47	229	
Total %	21.0	7.4	51.1	20.5	100.0	

Question 2. Have you ever been strapped in school?

Groups					Total	
						X^2 = 46.022
1	18	19	30	8	75	
2	97	38	17	2	154	df = 3
						P < 0.001
Total	115	57	47	10	229	
Total %	50.2	24.9	20.4	4.4	100.0	

Question 3. Have you ever received corporal punishment in school by means other than the strap?

Groups					Total	
						X^2 = 3.692
1	59	4	9	1	73	
2	138	5	9	2	154	df = 3
						P = 0.296
Total	197	9	18	3	227	
Total %	86.8	4.0	7.9	1.3	100.0	

Summary of Responses to Questionnaires

Groups Compared: Parents - by Sex

1. Males 2. Females 3. _____ 4. _____

Question 4. Do you feel that strapping pupils for bad behavior in school improves their behavior?

Groups	No	I don't know	In some cases	Yes	Total	
						X^2 = 1.058
1	16	3	43	13	75	
2	35	7	93	19	154	df = 3
						P = 0.787
Total	51	10	136	32	229	
Total %	22.3	4.4	59.4	14.0	100.00	

Question 5. Do you feel that strapping pupils for bad behavior in school improves the behavior of other pupils?

Groups					Total	
						X^2 = 1.932
1	21	8	27	19	75	
2	49	10	62	33	154	df = 3
						P = 0.586
Total	70	18	89	52	229	
Total %	30.6	7.9	38.9	22.7	100.0	

Question 6. Do you feel that strapping pupils for not doing their best work in school will make them improve their work?

Groups					Total	
						X^2 = 1.037
1	57	4	13	1	75	
2	118	9	22	5	154	df = 3
						P = 0.792
Total	175	13	35	6	229	
Total %	76.4	5.7	15.3	2.6	100.0	

Summary of Responses to Questionnaires

Groups Compared: Parents - by Sex

1. Males 2. Females 3. _____ 4. _____

Question 7. Do you feel that strapping pupils for not doing their best work in school will make other pupils do better work?

Groups	No	I don't know	In some cases	Yes	Total	
						x^2 = 2.813
1	52	9	10	4	75	
2	115	11	24	4	154	df = 3
						P = 0.421
Total	167	20	34	8	229	
Total %	72.9	8.7	14.4	3.5	100.0	

Question 8. Do you feel that the parents should be notified when their child is strapped?

Groups					Total	
						x^2 = 0.568
1	14	1	11	49	75	
2	23	2	22	107	154	df = 3
						P = 0.903
Total	37	3	33	156	229	
Total %	16.2	1.3	14.4	68.1	100.0	

Question 9. Do you feel that the parents' permission should be obtained before their child is strapped?

Groups					Total	
						x^2 = 3.570
1	43	5	15	12	75	
2	90	3	29	30	152	df = 3
						P = 0.311
Total	133	8	44	42	227	
Total %	58.6	3.5	19.4	18.5	100.0	

Summary of Responses to Questionnaires

Groups Compared: Parents - by Sex

1. Males 2. Females 3. _____ 4. _____

Question 10. If you were strapped in school, did you hold a grudge against the person who decided to have you strapped?

Groups	No	I don't know	In some cases	Yes	Total	
						X^2 = 11.873
1	45	2	11	10	68	
2	64	25	13	16	118	df = 3
						P = 0.007
Total	109	27	24	26	186	
Total %	58.6	14.5	12.9	14.0	100.0	

Question 11. Do you think that there is too much strapping in our schools?

Groups					Total	
						X^2 = 2.251
1	40	23	7	4	74	
2	69	63	14	7	153	df = 3
						P = 0.521
Total	109	86	21	11	227	
Total %	48.0	37.9	9.3	4.8	100.0	

Question 12. Are you in favor of the strapping of pupils in our schools?

Groups					Total	
						X^2 = 7.851
1	15	0	30	30	75	
2	28	1	88	37	154	df = 3
						P = 0.049
Total	43	1	118	67	229	
Total %	18.8	0.4	51.5	29.3	100.0	

Summary of Responses to Questionnaires

Groups Compared: Parents - by Sex

1. Males 2. Females 3. _____ 4. _____

Question 13. Are you in favor of any form of corporal punishment in our schools?

Groups	No	I don't know	In some cases	Yes	Total	
						X^2 = 6.670
1	19	5	17	33	74	
2	38	6	60	50	154	df = 3
						P = 0.083
Total	57	11	77	83	228	
Total %	25.0	4.8	33.8	36.4	100.0	

Question 14. Do you administer corporal punishment to your own children at home?

Groups	No	Very seldom	Quite often	No children	Total	
						X^2 = 3.086
1	10	60	5	0	75	
2	24	109	20	1	154	df = 3
						P = 0.378
Total	34	169	25	1	229	
Total %	14.8	73.8	10.9	0.4	100.0	

Summary of Responses to Questionnaires

Groups Compared: Parents - by Religion

1. Protestant 2. Lutheran 3. Greek Orthodox 4. Others

Question 1. Have you ever received corporal punishment at home?

Groups	No	Only once	A few times	Many times	Total		
1	30	10	72	27	139	X^2 =	6.316
2	3	1	10	5	19		
3	2	2	5	1	10	df =	9
4	3	2	10	8	23		
						P =	0.707
Total	38	15	97	41	191		
Total %	19.9	7.9	50.8	21.8	100.0		

Question 2. Have you ever been strapped in school?

Groups					Total		
1	77	36	22	4	139	X^2 =	10.664
2	8	6	5	0	19		
3	3	4	2	1	10	df =	9
4	11	3	7	2	23		
						P =	0.299
Total	99	49	36	7	191		
Total %	51.8	25.7	18.8	3.7	100.0		

Question 3. Have you ever received corporal punishment in school by means other than the strap?

Groups					Total		
1	123	5	10	0	138	X^2 =	14.918
2	14	1	3	1	19		
3	8	1	0	1	10	df =	9
4	19	0	3	1	23		
						P =	0.093
Total	164	7	16	3	191		
Total %	86.3	3.7	8.4	1.6	100.0		

Summary of Responses to Questionnaires

Groups Compared: Parents - by Religion

1. Protestant 2. Lutheran 3. Greek Orthodox 4. Others

Question 4. Do you feel that strapping pupils for bad behavior in school improves their behavior?

Groups	No	I don't know	In some cases	Yes	Total		
1	30	5	92	12	139	X^2 =	7.058
2	5	0	11	3	19		
3	3	0	5	2	10	df =	9
4	6	1	11	5	23		
						P =	0.631
Total	44	6	119	22	191		
Total %	23.0	3.1	62.3	11.5	100.0		

Question 5. Do you feel that strapping pupils for bad behavior in school improves the behavior of other pupils?

Groups					Total		
1	44	11	57	27	139	X^2 =	4.023
2	6	1	6	6	19		
3	4	0	4	2	10	df =	9
4	8	3	7	5	23		
						P =	0.909
Total	62	15	74	40	191		
Total %	32.5	7.9	38.7	20.9	100.0		

Question 6. Do you feel that strapping pupils for not doing their best work in school will make them improve their work?

Groups					Total		
1	108	9	19	3	139	X^2 =	3.734
2	15	1	3	0	19		
3	8	0	2	0	10	df =	9
4	18	0	4	1	23		
						P =	0.928
Total	149	10	28	4	191		
Total %	78.0	5.2	14.7	2.1	100.0		

Summary of Responses to Questionnaires

Groups Compared: Parents - by Religion

1. Protestant 2. Lutheran 3. Greek Orthodox 4. Others

Question 7. Do you feel that strapping pupils for not doing their best work in school will make other pupils do better work?

Groups	No	I don't know	In some cases	Yes	Total	
1	106	12	19	2	139	X^2 = 12.211
2	12	1	6	0	19	
3	8	0	2	0	10	df = 9
4	16	3	2	2	23	
						P = 0.201
Total	142	16	29	4	191	
Total %	74.3	8.4	15.2	2.1	100.0	

Question 8. Do you feel that the parents should be notified when their child is strapped?

Groups					Total	
1	16	1	23	99	139	X^2 = 9.259
2	2	1	3	13	19	
3	3	0	0	7	10	df = 9
4	5	0	3	15	23	
						P = 0.413
Total	26	2	29	134	191	
Total %	13.6	1.2	15.2	70.2	100.0	

Question 9. Do you feel that the parents' permission should be obtained before their child is strapped?

Groups					Total	
1	84	4	31	20	139	X^2 = 16.242
2	9	1	4	5	19	
3	6	2	0	2	10	df = 9
4	14	1	1	7	23	
						P = 0.161
Total	113	8	36	34	191	
Total %	59.2	4.2	18.8	17.7	100.0	

Summary of Responses to Questionnaires

Groups Compared: Parents - by Religion

1. Protestant 2. Lutheran 3. Greek Orthodox 4. Others

Question 10. If you were strapped in school, did you hold a grudge against the person who decided to have you strapped?

Groups	No	I don't know	In some cases	Yes	Total	
1	67	14	15	13	109	X^2 = 15.881
2	11	3	3	o	17	
3	5	3	1	1	10	df = 9
4	9	1	1	7	18	
						P = 0.069
Total	92	21	20	21	154	
Total %	59.7	13.6	13.0	13.6	100.0	

Question 11. Do you think that there is too much strapping in our schools?

Groups					Total	
1	70	53	12	4	139	X^2 = 9.199
2	12	6	0	1	19	
3	3	5	1	1	10	df = 9
4	11	8	1	3	23	
						P = 0.419
Total	96	72	14	9	191	
Total %	50.3	37.7	7.3	4.9	100.0	

Question 12. Are you in favor of the strapping of pupils in our schools?

Groups					Total	
1	23	1	74	41	139	X^2 = 5.004
2	5	0	9	5	19	
3	2	0	7	1	10	df = 9
4	5	0	9	9	23	
						P = 0.833
Total	35	1	99	56	191	
Total %	18.3	0.5	51.8	29.3	100.0	

Summary of Responses to Questionnaires

Groups Compared: Parents - by Religion

1. Protestant 2. Lutheran 3. Greek Orthodox 4. Others

Question 13. Are you in favor of any form of corporal punishment in our schools?

Groups	No	I don't know	In some cases	Yes	Total		
1	30	4	54	51	139	X^2 =	9.447
2	6	0	4	9	19		
3	3	1	2	3	9	df =	9
4	8	2	6	7	23		
						P =	0.397
Total	47	7	66	70	190		
Total %	24.7	3.7	34.7	36.8	100.0		

Question 14. Do you administer corporal punishment to your own children at home?

Groups	No	Very seldom	Quite often	No children	Total		
1	23	103	13	0	139	X^2 =	2.609
2	2	16	1	0	19		
3	2	7	1	0	10	df =	9
4	2	18	3	0	23		
						P =	0.977
Total	29	144	18	0	191		
Total %	15.2	75.4	9.4	0.0	100.0		

Summary of Responses to Questionnaires

Groups Compared: Parents - by Ethnic Origin

1. British 2. German 3. Slavic 4. Others

Question 1. Have you ever received corporal punishment at home?

Groups	No	Only once	A few times	Many times	Total		
1	13	5	51	16	85	X^2 =	14.995
2	8	1	10	10	29		
3	5	4	8	3	20	df =	9
4	12	4	18	10	44		
						P =	0.091
Total	38	14	87	39	178		
Total %	21.3	7.9	48.9	21.9	100.0		

Question 2. Have you ever been strapped in school?

Groups					Total		
1	42	25	14	4	85	X^2 =	10.316
2	12	9	5	3	29		
3	7	7	5	1	20	df =	9
4	30	7	6	1	44		
						P =	0.325
Total	91	48	30	9	178		
Total %	51.1	27.0	16.9	5.1	100.0		

Question 3. Have you ever received corporal punishment in school by means other than the strap?

Groups					Total		
1	73	2	9	1	85	X^2 =	8.552
2	23	1	3	1	28		
3	16	1	2	1	20	df =	9
4	42	2	0	0	44		
						P =	0.479
Total	154	6	14	3	177		
Total %	87.0	3.4	7.9	1.7	100.0		

Summary of Responses to Questionnaires

Groups Compared: Parents - by Ethnic Origin

1. British 2. German 3. Slavic 4. Others

Question 4. Do you feel that strapping pupils for bad behavior in school improves their behavior?

Groups	No	I don't know	In some cases	Yes	Total	
1	13	4	53	15	85	X^2 = 13.805
2	6	2	18	3	29	
3	5	0	10	5	20	df = 9
4	16	1	25	2	44	
						P = 0.129
Total	40	7	106	25	178	
Total %	22.5	3.9	59.6	14.0	100.0	

Question 5. Do you feel that strapping pupils for bad behavior in school improves the behavior of other pupils?

Groups					Total	
1	17	9	35	24	85	X^2 = 14.906
2	9	3	12	5	29	
3	9	0	5	6	20	df = 9
4	20	3	15	6	44	
						P = 0.093
Total	55	15	67	41	178	
Total %	30.9	8.4	37.6	23.0	100.0	

Question 6. Do you feel that strapping pupils for not doing their best work in school will make them improve their work?

Groups					Total	
1	62	4	16	3	85	X^2 = 9.837
2	23	1	5	0	29	
3	18	0	1	1	20	df = 9
4	38	3	3	0	44	
						P = 0.363
Total	141	8	25	4	178	
Total %	79.2	4.5	14.0	2.2	100.0	

Summary of Responses to Questionnaires

Groups Compared: Parents - by Ethnic Origin

1. British 2. German 3. Slavic 4. Others

Question 7. Do you feel that strapping pupils for not doing their best work in school will make other pupils do better work?

Groups	No	I don't know	In some cases	Yes	Total	
1	58	8	16	3	85	X^2 = 10.824
2	21	2	5	1	29	
3	19	1	0	0	20	df = 9
4	38	2	4	0	44	
						P = 0.287
Total	136	13	25	4	178	
Total %	76.4	7.3	14.0	2.2	100.0	

Question 8. Do you feel that the parents should be notified when their child is strapped?

Groups					Total	
1	10	2	16	57	85	X^2 = 16.867
2	9	0	5	15	29	
3	4	0	2	14	20	df = 9
4	4	0	2	38	44	
						P = 0.050
Total	27	2	25	124	178	
Total %	15.2	1.1	14.0	69.7	100.0	

Question 9. Do you feel that the parents' permission should be obtained before their child is strapped?

Groups					Total	
1	58	3	14	10	85	X^2 = 11.634
2	14	0	8	7	29	
3	11	2	3	4	20	df = 9
4	24	2	6	12	44	
						P = 0.234
Total	107	7	31	33	178	
Total %	60.1	3.9	17.4	18.5	100.0	

Summary of Responses to Questionnaires

Groups Compared: Parents - by Ethnic Origin

1. British 2. German 3. Slavic 4. Others

Question 10. If you were strapped in school, did you hold a grudge against the person who decided to have you strapped?

Groups	No	I don't know	In some cases	Yes	Total	
1	44	6	3	11	64	X^2 = 16.379
2	16	2	6	2	26	
3	11	3	1	3	18	df = 9
4	13	8	6	5	32	P = 0.059
Total	84	19	16	21	140	
Total %	60.0	13.6	11.4	15.2	100.0	

Question 11. Do you think that there is too much strapping in our schools?

Groups					Total	
1	48	29	5	3	85	X^2 = 10.133
2	16	10	2	1	29	
3	13	6	1	0	20	df = 9
4	14	22	5	3	44	P = 0.339
Total	91	67	13	7	178	
Total %	51.1	37.6	7.3	3.9	100.0	

Question 12. Are you in favor of the strapping of pupils in our schools?

Groups					Total	
1	12	1	37	35	85	X^2 = 15.411
2	5	0	18	6	29	
3	4	0	11	5	20	df = 9
4	13	0	25	6	44	P = 0.080
Total	34	1	91	52	178	
Total %	19.1	0.6	51.1	29.2	100.0	

Summary of Responses to Questionnaires

Groups Compared: Parents - by Ethnic Origin

1. British 2. German 3. Slavic 4. Others

Question 13. Are you in favor of any form of corporal punishment in our schools?

Groups	No	I don't know	In some cases	Yes	Total	
1	19	3	23	40	85	X^2 = 18.430
2	4	2	11	12	29	
3	5	2	7	5	19	df = 9
4	17	1	19	7	44	
						P = 0.030
Total	45	8	60	64	177	
Total %	25.4	4.5	33.9	36.2	100.0	

Question 14. Do you administer corporal punishment to your own children at home?

Groups	No	Very seldom	Quite often	No children	Total	
1	9	67	9	0	85	X^2 = 7.843
2	6	19	4	0	29	
3	4	13	3	0	20	df = 9
4	9	32	3	0	44	
						P = 0.550
Total	28	131	19	0	178	
Total %	15.7	73.6	10.7	0.0	100.0	

Summary of Responses to Questionnaires

Groups Compared: Parents, Teachers, and Administrators

1. Parents 2. Teachers 3. Administrators 4. _____

Question 13. Are you in favor of any form of corporal punishment in our schools?

Groups	No	I don't know	In some cases	Yes	Total	
1	57	11	77	83	228	X^2 = 8.435
2	15	2	33	28	78	
3	7	0	21	11	39	df = 6
						P = 0.207
Total	79	13	131	122	345	
Total %	22.9	3.8	38.0	35.4	100.0	

Question 14. Do you administer corporal punishment to your own children at home?

Groups	No	Very seldom	Quite often	No children	Total	
1	34	169	26	0	229	X^2 = 102.105
2	10	34	2	28	74	
3	4	29	3	1	37	df = 6
						P < 0.001
Total	48	232	31	29	340	
Total %	14.1	68.2	9.1	8.5	100.0	

Summary of Responses to Questionnaires

Groups Compared: Female Parents

1. Non-Working 2. Working 3. _____ 4. _____

Question 1. Have you ever received corporal punishment at home?

Groups	No	Only once	A few times	Many times	Total	
						X^2 = 0.921
1	23	10	45	22	100	
2	9	4	25	13	51	df = 3
						P = 0.820
Total	32	14	70	35	151	
Total %	21.2	9.3	46.4	23.2	100.0	

Question 2. Have you ever been strapped in school?

Groups					Total	
						X^2 = 0.338
1	62	26	11	1	100	
2	32	12	6	1	51	df = 3
						P = 0.952
Total	94	38	17	2	151	
Total %	62.3	25.2	11.3	1.3	100.0	

Question 3. Have you ever received corporal punishment in school by means other than the strap?

Groups					Total	
						X^2 = 1.908
1	89	4	5	2	100	
2	46	1	4	0	51	df = 3
						P = 0.591
Total	135	5	9	2	151	
Total %	89.4	3.3	6.0	1.3	100.0	

Summary of Responses to Questionnaires

Groups Compared: Female Parents

1. Non-Working 2. Working 3. _____ 4. _____

Question 4. Do you feel that strapping pupils for bad behavior in school improves their behavior?

Groups	No	I don't know	In some cases	Yes	Total	
						X^2 = 10.555
1	18	6	27	4	100	
2	16	0	25	10	51	df = 3
						P = 0.014
Total	34	6	92	19	151	
Total %	22.5	4.0	60.5	12.6	100.0	

Question 5. Do you feel that strapping pupils for bad behavior in school improves the behavior of other pupils?

Groups					Total	
						X^2 = 6.619
1	29	9	44	18	100	
2	19	1	16	15	51	df = 3
						P = 0.085
Total	48	10	60	33	151	
Total %	31.8	6.6	39.7	21.9	100.0	

Question 6. Do you feel that strapping pupils for not doing their best work in school will make them improve their work?

Groups					Total	
						X^2 = 2.477
1	80	5	13	2	100	
2	36	3	9	3	51	df = 3
						P = 0.479
Total	116	8	22	5	151	
Total %	76.8	5.3	14.6	3.3	100.0	

Summary of Responses to Questionnaires

Groups Compared: Female Parents

1. Non-Working 2. Working 3. _____ 4. _____

Question 7. Do you feel that strapping pupils for not doing their best work in school will make other pupils do better work?

Groups	No	I don't know	In some cases	Yes	Total		
						X^2 =	1.388
1	77	7	14	2	100		
2	36	3	10	2	51	df =	3
						P =	0.708
Total	113	10	24	4	151		
Total %	74.8	6.6	15.9	2.6	100.0		

Question 8. Do you feel that the parents should be notified when their child is strapped?

Groups					Total		
						X^2 =	1.581
1	14	2	15	69	100		
2	9	0	6	36	51	df =	3
						P =	0.663
Total	23	2	21	105	151		
Total %	15.2	1.3	13.9	69.5	100.0		

Question 9. Do you feel that the parents' permission should be obtained before their child is strapped?

Groups					Total		
						X^2 =	3.285
1	60	1	21	18	100		
2	30	2	6	11	49	df =	3
						P =	0.349
Total	90	3	27	29	149		
Total %	60.4	2.0	18.1	19.5	100.0		

Summary of Responses to Questionnaires

Groups Compared: Female Parents

1. Non-Working 2. Working 3. _____ 4. _____

Question 10. If you were strapped in school, did you hold a grudge against the person who decided to have you strapped?

Groups	No	I don't know	In some cases	Yes	Total	
						X^2 = 3.813
1	43	15	12	11	81	
2	20	9	1	5	35	df = 3
						P = 0.282
Total	63	24	13	16	116	
Total %	54.3	20.7	11.2	13.8	100.0	

Question 11. Do you think that there is too much strapping in our schools?

Groups					Total	
						X^2 = 0.758
1	45	42	9	4	100	
2	24	20	3	3	50	df = 3
						P = 0.859
Total	69	62	12	7	150	
Total %	46.0	41.3	8.0	4.7	100.0	

Question 12. Are you in favor of the strapping of pupils in our schools?

Groups					Total	
						X^2 = 5.055
1	17	1	62	20	100	
2	11	0	23	17	51	df = 3
						P = 0.167
Total	28	1	85	37	151	
Total %	18.5	0.7	56.3	24.5	100.0	

Summary of Responses to Questionnaires

Groups Compared: Female Parents

1. Non-Working 2. Working 3. _____ 4. _____

Question 13. Are you in favor of any form of corporal punishment in our schools?

Groups	No	I don't know	In some cases	Yes	Total	
						X^2 = 7.664
1	20	4	45	31	100	
2	18	2	12	19	51	df = 3
						P = 0.053
Total	38	6	57	50	151	
Total %	25.2	4.0	37.7	33.1	100.0	

Question 14. Do you administer corporal punishment to your own children at home?

Groups	No	Very seldom	Quite often	No children	Total	
						X^2 = 0.870
1	14	72	13	1	100	
2	9	35	7	0	51	df = 3
						P = 0.832
Total	23	107	20	1	151	
Total %	15.2	70.9	13.2	0.7	100.0	

Summary of Responses to Questionnaires

Groups Compared: Teachers - by Age

1. 20-30 yrs. 2. 31-40 yrs. 3. over 40 yrs. 4. _____

Question 1. Have you ever received corporal punishment at home?

Groups	No	Only once	A few times	Many times	Total		
1	6	3	25	8	42	X^2 =	3.949
2	1	2	12	1	16		
3	1	2	16	3	22	df =	6
						P =	0.683
Total	8	7	53	12	80		
Total %	10.0	8.7	66.3	15.0	100.0		

Question 2. Have you ever been strapped in school?

Groups					Total		
1	33	6	3	0	42	X^2 =	26.523
2	4	3	8	1	16		
3	6	7	7	2	22	df =	6
						P <	0.001
Total	43	16	18	3	80		
Total %	53.8	20.0	22.5	3.7	100.0		

Question 3. Have you ever received corporal punishment in school by means other than the strap?

Groups					Total		
1	37	2	3	0	42	X^2 =	7.591
2	12	0	3	1	16		
3	19	0	3	0	22	df =	6
						P =	0.269
Total	68	2	9	1	80		
Total %	85.0	2.5	11.2	1.2	100.0		

Summary of Responses to Questionnaires

Groups Compared: Teachers - by Age

1. 20-30 yrs. 2. 31-40 yrs. 3. over 40 yrs. 4. _____

Question 4. Do you feel that strapping pupils for bad behavior in school improves their behavior?

Groups	No	I don't know	In some cases	Yes	Total		
1	6	3	29	4	42	X^2 =	4.902
2	1	1	14	0	16		
3	2	0	17	3	22	df =	6
						P =	0.556
Total	9	4	60	7	80		
Total %	11.2	5.0	75.0	8.7	100.0		

Question 5. Do you feel that strapping pupils for bad behavior in school improves the behavior of other pupils?

Groups					Total		
1	6	2	28	6	42	X^2 =	2.501
2	1	1	10	4	16		
3	3	1	12	6	22	df =	6
						P =	0.868
Total	10	4	50	16	80		
Total %	12.5	5.0	62.5	20.0	100.0		

Question 6. Do you feel that strapping pupils for not doing their best work in school will make them improve their work?

Groups					Total		
1	32	5	4	1	42	X^2 =	7.328
2	9	3	3	1	16		
3	13	1	7	1	22	df =	6
						P =	0.291
Total	54	9	14	3	80		
Total %	67.5	11.2	17.5	3.7	100.0		

Summary of Responses to Questionnaires

Groups Compared: Teachers - by Age

1. 20-30 yrs. 2. 31-40 yrs 3. over 40 yrs. 4. _____

Question 7. Do you feel that strapping pupils for not doing their best work in school will make other pupils do better work?

Groups	No	I don't know	In some cases	Yes	Total		
1	27	6	8	1	42	X^2 =	3.107
2	9	3	4	0	16		
3	14	1	6	1	22	df =	6
						P =	0.795
Total	50	10	18	2	80		
Total %	62.5	12.5	22.5	2.5	100.0		

Question 8. Do you feel that the parents should be notified when their child is strapped?

Groups					Total		
1	4	3	5	30	42	X^2 =	10.344
2	1	0	8	7	16		
3	1	1	6	14	22	df =	6
						P =	0.110
Total	6	4	19	51	80		
Total %	7.5	5.0	23.9	63.8	100.0		

Question 9. Do you feel that the parents' permission should be obtained before their child is strapped?

Groups					Total		
1	30	1	5	6	42	X^2 =	6.053
2	8	1	5	2	16		
3	15	0	5	1	21	df =	6
						P =	0.417
Total	53	2	15	9	79		
Total %	67.1	2.5	19.0	11.4	100.0		

Summary of Responses to Questionnaires

Groups Compared: Teachers - by Age

1. 20-30 yrs. 2. 31-40 yrs. 3. over 40 yrs. 4. _____

Question 10. If you were strapped in school, did you hold a grudge against the person who decided to have you strapped?

Groups	No	I don't know	In some cases	Yes	Total	
1	17	3	2	1	23	X^2 = 6.023
2	11	1	1	0	13	
3	13	0	1	3	17	df = 6
						P = 0.420
Total	41	4	4	4	53	
Total %	77.4	7.5	7.5	7.5	100.0	

Question 11. Do you think that there is too much strapping in our schools?

Groups					Total	
1	26	13	2	1	42	X^2 = 2.447
2	9	5	2	0	16	
3	15	6	1	0	22	df = 6
						P = 0.874
Total	50	24	5	1	80	
Total %	62.5	30.0	6.2	1.2	100.0	

Question 12. Are you in favor of the strapping of pupils in our schools?

Groups					Total	
1	9	0	17	16	42	X^2 = 14.020
2	0	1	12	3	16	
3	1	0	13	8	22	df = 6
						P = 0.029
Total	10	1	42	27	80	
Total %	12.5	1.2	52.5	11.7	100.0	

Summary of Responses to Questionnaires

Groups Compared: Teachers - by Age

1. 20-30 yrs. 2. 31-40 yrs. 3. over 40 yrs. 4. _____

Question 13. Are you in favor of any form of corporal punishment in our schools?

Groups	No	I don't know	In some cases	Yes	Total	
1	11	1	14	14	40	X^2 = 5.701
2	2	1	7	6	16	
3	2	0	12	8	22	df = 6
						P = 0.457
Total	15	2	33	28	78	
Total %	19.2	2.6	42.3	35.9	100.0	

Question 14. Do you administer corporal punishment to your own children at home?

Groups	No	Very seldom	Quite often	No children	Total	
1	4	10	2	23	39	X^2 = 22.793
2	1	10	0	4	15	
3	5	14	0	1	20	df = 6
						P < 0.001
Total	10	34	2	28	74	
Total %	13.5	45.9	2.7	37.8	100.0	

Summary of Responses to Questionnaires

Groups Compared: Teachers - by Sex

1. Males 2. Females 3. _____ 4. _____

Question 1. Have you ever received corporal punishment at home?

Groups	No	Only once	A few times	Many times	Total	
						X^2 = 0.917
1	3	4	29	6	42	
2	5	3	24	6	38	df = 3
						P = 0.821
Total	8	7	53	12	80	
Total %	10.0	8.7	66.3	15.0	100.0	

Question 2. Have you ever been strapped in school?

Groups					Total	
						X^2 = 19.820
1	13	11	15	3	42	
2	30	5	3	0	38	df = 3
						P < 0.001
Total	43	16	18	3	80	
Total %	53.6	20.0	22.5	3.7	100.0	

Question 3. Have you ever received corporal punishment in school by means other than the strap?

Groups					Total	
						X^2 = 1.805
1	34	1	6	1	42	
2	34	1	3	0	38	df = 3
						P = 0.613
Total	68	2	9	1	80	
Total %	85.0	2.5	11.2	1.2	100.0	

Summary of Responses to Questionnaires

Groups Compared: Teachers - by Sex

1. Males 2. Females 3. _____ 4. _____

Question 4. Do you feel that strapping pupils for bad behavior in school improves their behavior?

Groups	No	I don't know	In some cases	Yes	Total	
						X^2 = 3.558
1	5	2	29	6	42	
2	4	2	31	1	38	df = 3
						P = 0.313
Total	9	4	60	7	80	
Total %	11.2	5.0	75.0	8.7	100.0	

Question 5. Do you feel that strapping pupils for bad behavior in school improves the behavior of other pupils?

Groups					Total	
						X^2 = 6.787
1	5	2	22	13	42	
2	5	2	28	3	38	df = 3
						P = 0.079
Total	10	4	50	16	80	
Total %	12.5	5.0	62.5	20.0	100.0	

Question 6. Do you feel that strapping pupils for not doing their best work in school will make them improve their work?

Groups					Total	
						X^2 = 5.496
1	24	5	11	2	42	
2	30	4	3	1	38	df = 3
						P = 0.136
Total	53	9	14	3	80	
Total %	67.5	11.2	17.5	3.7	100.0	

Summary of Responses to Questionnaires

Groups Compared: Teachers - by Sex

1. Males 2. Females 3. _____ 4. _____

Question 7. Do you feel that strapping pupils for not doing their best work in school will make other pupils do better work?

Groups	No	I don't know	In some cases	Yes	Total	
						X^2 = 3.685
1	23	5	13	1	42	
2	27	5	5	1	38	df = 3
						P = 0.297
Total	50	10	18	2	80	
Total %	62.5	12.5	22.5	2.5	100.0	

Question 8. Do you feel that the parents should be notified when their child is strapped?

Groups					Total	
						X^2 = 2.298
1	3	3	12	24	42	
2	3	1	7	27	38	df = 3
						P = 0.512
Total	6	4	19	51	80	
Total %	7.5	5.0	23.8	63.8	100.0	

Question 9. Do you feel that the parents' permission should be obtained before their child is strapped?

Groups					Total	
						X^2 = 3.839
1	25	2	10	4	42	
2	28	0	5	5	38	df = 3
						P = 0.279
Total	53	2	15	9	80	
Total %	67.1	2.5	19.0	11.4	100.0	

Summary of Responses to Questionnaires

Groups Compared: Teachers - by Sex

1. Males 2. Females 3. _____ 4. _____

Question 10. If you were strapped in school, did you hold a grudge against the person who decided to have you strapped?

Groups	No	I don't know	In some cases	Yes	Total	
						X^2 = 10.600
1	29	0	4	3	36	
2	12	4	0	1	17	df = 3
						P = 0.014
Total	41	4	4	4	53	
Total %	77.4	7.5	7.5	7.5	100.0	

Question 11. Do you think that there is too much strapping in our schools?

Groups					Total	
						X^2 = 1.490
1	27	11	3	1	42	
2	23	13	2	0	38	df = 3
						P = 0.684
Total	50	24	5	1	80	
Total %	62.5	30.0	6.2	1.2	100.0	

Question 12. Are you in favor of the strapping of pupils in our schools?

Groups					Total	
						X^2 = 4.592
1	4	1	19	18	42	
2	6	0	23	9	38	df = 3
						P = 0.204
Total	10	1	42	27	80	
Total %	12.5	1.2	52.5	33.7	100.0	

Summary of Responses to Questionnaires

Groups Compared: Teachers - by Sex

1. Males 2. Females 3. _____ 4. _____

Question 13. Are you in favor of any form of corporal punishment in our schools?

Groups	No	I don't know	In some cases	Yes	Total	
						X^2 = 3.321
1	9	1	13	17	40	
2	6	1	20	11	38	df = 3
						P = 0.344
Total	15	2	33	28	78	
Total %	19.2	2.6	42.3	35.9	100.0	

Question 14. Do you administer corporal punishment to your own children at home?

Groups	No	Very seldom	Quite often	No children	Total	
						X^2 = 1.030
1	5	21	1	14	41	
2	5	13	1	14	33	df = 3
						P = 0.794
Total	10	34	2	28	74	
Total %	13.5	45.9	2.7	37.8	100.0	

Summary of Responses to Questionnaires

Groups Compared: Teachers - Teacher Education

1. 1-3 years 2. over 3 yrs. 3. _____ 4. _____

Question 1. Have you ever received corporal punishment at home?

Groups	No	Only once	A few times	Many times	Total	
						X^2 = 2.050
1	2	2	7	3	14	
2	6	5	46	9	66	df = 3
						P = 0.562
Total	8	7	53	12	80	
Total %	10.0	8.7	56.3	15.0	100.0	

Question 2. Have you ever been strapped in school?

Groups					Total	
						X^2 = 4.493
1	11	1	2	0	14	
2	32	15	16	3	66	df = 3
						P = 0.212
Total	43	16	18	3	80	
Total %	53.8	20.0	22.5	3.7	100.0	

Question 3. Have you ever received corporal punishment in school by means other than the strap?

Groups					Total	
						X^2 = 1.104
1	13	0	1	0	14	
2	55	2	8	1	66	df = 3
						P = 0.797
Total	68	2	9	1	80	
Total %	85.0	2.5	11.2	1.2	100.0	

Summary of Responses to Questionnaires

Groups Compared: Teachers - Teacher Education

1. 1-3 yrs 2. over 3 yrs. 3. _____ 4. _____

Question 4. Do you feel that strapping pupils for bad behavior in school improves their behavior?

Groups	No	I don't know	In some cases	Yes	Total	
1	0	1	12	1	14	X^2 = 2.375
2	9	3	48	6	66	df = 3
						P = 0.498
Total	9	4	60	7	80	
Total %	11.2	5.0	75.0	8.7	100.0	

Question 5. Do you feel that strapping pupils for bad behavior in school improves the behavior of other pupils?

Groups					Total	
1	1	0	11	2	14	X^2 = 2.216
2	9	4	39	14	66	df = 3
						P = 0.528
Total	10	4	50	16	80	
Total %	12.5	5.0	62.5	20.0	100.0	

Question 6. Do you feel that strapping pupils for not doing their best work in school will make them improve their work?

Groups					Total	
1	8	4	2	0	14	X^2 = 5.532
2	46	5	12	3	66	df = 3
						P = 0.136
Total	54	9	14	3	80	
Total %	67.5	11.2	17.5	3.7	100.0	

Summary of Responses to Questionnaires

Groups Compared: Teachers - Teacher Education

1. 1-3 yrs 2. over 3 yrs. 3. _____ 4. _____

Question 7. Do you feel that strapping pupils for not doing their best work in school will make other pupils do better work?

Groups	No	I don't know	In some cases	Yes	Total		
						X^2 =	2.209
1	7	3	4	0	14		
2	43	7	14	2	66	df =	3
						P =	0.530
Total	50	10	18	2	80		
Total %	62.5	12.5	22.5	2.5	100.0		

Question 8. Do you feel that the parents should be notified when their child is strapped?

Groups					Total		
						X^2 =	0.956
1	1	1	2	10	14		
2	5	3	17	41	66	df =	3
						P =	0.811
Total	6	4	19	51	80		
Total %	7.5	5.0	23.8	63.8	100.0		

Question 9. Do you feel that the parents' permission should be obtained before their child is strapped?

Groups					Total		
						X^2 =	1.233
1	11	0	2	1	14		
2	42	2	13	8	65	df =	3
						P =	0.745
Total	53	2	15	9	79		
Total %	67.1	2.5	19.9	11.4	100.0		

Summary of Responses to Questionnaires

Groups Compared: Teachers - Teacher Education

1. 1-3 yrs. 2. over 3 yrs. 3. _____ 4. _____

Question 10. If you were strapped in school, did you hold a grudge against the person who decided to have you strapped?

Groups	No	I don't know	In some cases	Yes	Total	
						X^2 = 2.005
1	8	0	1	0	9	
2	33	4	3	4	44	df = 3
						P = 0.571
Total	41	4	4	4	53	
Total %	77.4	7.5	7.5	7.5	100.0	

Question 11. Do you think that there is too much strapping in our schools?

Groups					Total	
						X^2 = 6.254
1	9	4	1	0	14	
2	41	20	4	1	66	df = 3
						P = 0.968
Total	50	24	5	1	80	
Total %	62.5	30.0	6.2	1.2	100.0	

Question 12. Are you in favor of the strapping of pupils in our schools?

Groups					Total	
						X^2 = 2.523
1	1	0	10	3	14	
2	9	1	32	24	66	df = 3
						P = 0.471
Total	10	1	42	27	80	
Total %	12.5	1.2	52.5	33.7	100.0	

Summary of Responses to Questionnaires

Groups Compared: Teachers - Teacher Education

1. 1-3 yrs. 2. over 3 yrs. 3. _____ 4. _____

Question 13. Are you in favor of any form of corporal punishment in our schools?

Groups	No	I don't know	In some cases	Yes	Total	
						X^2 = 7.666
1	5	0	8	1	14	
2	10	2	25	27	64	df = 3
						P = 0.053
Total	15	2	33	28	78	
Total %	19.2	2.6	42.3	35.9	100.0	

Question 14. Do you administer corporal punishment to your own children at home?

Groups	No	Very seldom	Quite often	No children	Total	
						X^2 = 1.864
1	1	8	0	4	13	
2	9	26	2	24	61	df = 3
						P = 0.601
Total	10	34	2	28	74	
Total %	13.5	45.9	2.7	37.8	100.0	

Summary of Responses to Questionnaires

Groups Compared: Teachers - Service with EPSB

1. under 5 yrs. 2. 5-10 yrs. 3. over 10 yrs. 4. _____

Question 1. Have you ever received corporal punishment at home?

Groups	No	Only once	A few times	Many times	Total		
1	5	3	20	7	35	X^2 =	8.789
2	2	0	20	2	24		
3	1	4	13	3	21	df =	6
						P =	0.185
Total	8	7	53	12	80		
Total %	10.0	8.7	66.3	15.0	100.0		

Question 2. Have you ever been strapped in school?

Groups					Total		
1	29	4	2	0	35	X^2 =	23.359
2	7	7	9	1	24		
3	7	5	7	2	21	df =	6
						P <	0.001
Total	43	16	18	3	80		
Total %	53.8	20.0	22.5	3.7	100.0		

Question 3. Have you ever received corporal punishment in school by means other than the strap?

Groups					Total		
1	31	2	2	0	35	X^2 =	6.806
2	19	0	4	1	24		
3	18	0	3	0	21	df =	6
						P =	0.339
Total	68	2	9	1	80		
Total %	85.0	2.5	11.2	1.2	100.0		

Summary of Responses to Questionnaires

Groups Compared: Teachers - Service with EPSB .

1. under 5 yrs. 2. 5-10 yrs. 3. over 10 yrs. 4. _____

Question 4. Do you feel that strapping pupils for bad behavior in school improves their behavior?

Groups	No	I don't know	In some cases	Yes	Total	
						X^2 = 6.783
1	5	4	24	2	35	
2	2	0	19	3	24	df = 6
3	2	0	17	2	21	
						P = 0.341
Total	9	4	60	7	80	
Total %	11.2	5.0	75.0	9.7	100.0	

Question 5. Do you feel that strapping pupils for bad behavior in school improves the behavior of other pupils?

Groups					Total	
						X^2 = 5.083
1	6	3	19	7	35	
2	1	0	18	5	24	df = 6
3	3	1	13	4	21	
						P = 0.533
Total	10	4	50	16	80	
Total %	12.5	5.0	62.5	20.0	100.0	

Question 6. Do you feel that strapping pupils for not doing their best work in school will make them improve their work?

Groups					Total	
						X^2 = 12.920
1	28	5	1	1	35	
2	13	3	6	2	24	df = 6
3	13	1	7	0	21	
						P = 0.044
Total	54	9	14	3	80	
Total %	67.5	11.2	17.5	3.7	100.0	

Summary of Responses to Questionnaires

Groups Compared: Teachers - Service with EPSB.

1. under 5 yrs. 2. 5-10 yrs 3. over 10 yrs. 4. _____

Question 7. Do you feel that strapping pupils for not doing their best work in school will make other pupils do better work?

Groups	No	I don't know	In some cases	Yes	Total	
1	25	7	3	0	35	X^2 = 14.914
2	11	2	9	2	24	
3	14	1	6	0	21	df = 6
						P = 0.020
Total	50	10	18	2	80	
Total %	62.5	12.5	22.5	2.5	100.0	

Question 8. Do you feel that the parents should be notified when their child is strapped?

Groups					Total	
1	4	3	3	25	35	X^2 = 11.307
2	0	1	9	14	24	
3	2	0	7	12	21	df = 6
						P = 0.079
Total	6	4	19	51	80	
Total %	7.5	5.0	23.8	63.8	100.0	

Question 9. Do you feel that the parents' permission should be obtained before their child is strapped?

Groups					Total	
1	22	2	4	7	35	X^2 = 11.661
2	16	0	8	9	24	
3	15	0	3	2	20	df = 6
						P = 0.169
Total	53	2	15	9	79	
Total %	67.1	2.5	19.1	11.4	100.0	

Summary of Responses to Questionnaires

Groups Compared: Teachers - Service with EPSB

1. under 5 yrs. 2. 5-10 yrs. 3. over 10 yrs. 4. _____

Question 10. If you were strapped in school, did you hold a grudge against the person who decided to have you strapped?

Groups	No	I don't know	In some cases	Yes	Total	
1	13	3	1	1	18	X^2 = 8.487
2	17	1	2	0	20	
3	11	0	1	3	15	df = 6
						P = 0.204
Total	41	4	4	4	53	
Total %	77.4	7.5	7.5	7.5	100.0	

Question 11. Do you think that there is too much strapping in our schools?

Groups					Total	
1	19	13	2	1	35	X^2 = 4.089
2	18	5	1	0	24	
3	13	6	2	0	21	df = 6
						P = 0.664
Total	50	24	5	1	80	
Total %	62.5	30.0	6.2	1.2	100.0	

Question 12. Are you in favor of the strapping of pupils in our schools?

Groups					Total	
1	8	1	15	11	35	X^2 = 8.732
2	1	0	13	10	24	
3	1	0	14	6	21	df = 6
						P = 0.189
Total	10	1	42	27	80	
Total %	12.5	1.2	52.4	33.7	100.0	

Summary of Responses to Questionnaires

Groups Compared: Teachers - Service with EPSB

1. under 5 yrs. 2. 5-10 yrs. 3. over 10 yrs. 4. _____

Question 13. Are you in favor of any form of corporal punishment in our schools?

Groups	No	I don't know	In some cases	Yes	Total	
1	9	2	12	11	34	X^2 = 7.127
2	3	0	9	11	23	
3	3	0	12	6	21	df = 6
						P = 0.309
Total	15	2	33	28	78	
Total %	19.2	2.6	42.3	35.9	100.0	

Question 14. Do you administer corporal punishment to your own children at home?

Groups	No	Very seldom	Quite often	No children	Total	
1	4	9	2	17	32	X^2 = 16.753
2	2	11	0	10	23	
3	4	14	0	1	19	df = 6
						P = 0.010
Total	10	34	2	28	74	
Total %	13.5	45.9	2.7	37.8	100.0	

Summary of Responses to Questionnaires

Groups Compared: Administrators - by Age

1. 20-30 yrs. 2. 31-40 yrs. 3. over 40 yrs. 4. _____

Question 1. Have you ever received corporal punishment at home?

Groups	No	Only once	A few times	Many times	Total		
1	0	0	2	1	3	X^2 =	1.207
2	1	1	13	4	19		
3	1	2	13	3	19	df =	6
						P =	0.976
Total	2	3	28	8	41		
Total %	4.9	7.3	68.3	19.5	100.0		

Question 2. Have you ever been strapped in school?

Groups					Total		
1	0	0	3	0	3	X^2 =	9.142
2	7	6	4	2	19		
3	7	5	4	3	19	df =	6
						P =	0.165
Total	14	11	11	5	41		
Total %	34.1	26.8	26.8	12.2	100.0		

Question 3. Have you ever received corporal punishment in school by means other than the strap?

Groups					Total		
1	2	0	1	0	3	X^2 =	3.970
2	13	2	4	0	19		
3	14	0	3	1	18	df =	6
						P =	0.685
Total	29	2	8	1	40		
Total %	72.5	5.0	20.0	2.5	100.0		

Summary of Responses to Questionnaires

Groups Compared: Administrators - by Age

1. 20-30 yrs. 2. 31-40 yrs. 3. over 40 yrs. 4. _____

Question 4. Do you feel that strapping pupils for bad behavior in school improves their behavior?

Groups	No	I don't know	In some cases	Yes	Total	
1	0		3	0	3	X^2 = 6.285
2	0		17	2	19	
3	4		12	3	19	df = 4
						P = 0.178
Total	4		32	5	41	
Total %	9.8		78.0	12.2	100.0	

Question 5. Do you feel that strapping pupils for bad behavior in school improves the behavior of other pupils?

Groups					Total	
1	0	0	3	0	3	X^2 = 4.204
2	1	1	15	2	19	
3	4	0	13	2	19	df = 6
						P = 0.649
Total	5	1	31	4	41	
Total %	12.2	2.4	75.6	9.8	100.0	

Question 6. Do you feel that strapping pupils for not doing their best work in school will make them improve their work?

Groups					Total	
1	1	0	2	0	2	X^2 = 4.615
2	9	3	6	1	19	
3	13	2	3	1	19	df = 6
						P = 0.593
Total	23	5	11	2	41	
Total %	56.1	12.2	26.8	4.9	100.0	

Summary of Responses to Questionnaires

Groups Compared: Administrators - by Age

1. 20-30 yrs. 2. 31-40 yrs. 3. over 40 yrs. 4. _____

Question 7. Do you feel that strapping pupils for not doing their best work in school will make other pupils do better work?

Groups	No	I don't know	In some cases	Yes	Total		
1	2	0	1	0	3	X^2 =	3.961
2	11	6	2	0	19		
3	12	3	3	1	19	df =	6
						P =	0.681
Total	25	9	6	1	41		
Total %	61.0	22.0	14.6	2.4	100.0		

Question 8. Do you feel that the parents should be notified when their child is strapped?

Groups				Total		
1	0	1	2	3	X^2 =	1.431
2	1	9	9	19		
3	2	10	7	19	df =	4
					P =	0.838
Total	3	20	18	41		
Total %	7.3	48.8	43.9	100.0		

Question 9. Do you feel that the parents' permission should be obtained before their child is strapped?

Groups					Total		
1	2	0	0	1	3	X^2 =	14.129
2	14	0	5	0	19		
3	12	0	7	0	19	df =	4
						P =	0.006
Total	28	0	12	1	41		
Total %	68.3	0.0	29.3	2.4	100.0		

Summary of Responses to Questionnaires

Groups Compared: Administrators - by Age

1. 20-30 yrs. 2. 31-40 yrs. 3. over 40 yrs. 4. _____

Question 10. If you were strapped in school, did you hold a grudge against the person who decided to have you strapped?

Groups	No	I don't know	In some cases	Yes	Total	
1	1	1	1	0	3	X^2 = 10.204
2	10	1	2	0	13	
3	14	0	0	1	15	df = 6
						P = 0.116
Total	25	2	3	1	31	
Total %	80.6	6.5	9.7	3.2	100.0	

Question 11. Do you think that there is too much strapping in our schools?

Groups					Total	
1	2	1	0	0	3	X^2 = 2.933
2	10	3	6	0	19	
3	10	4	4	1	19	df = 6
						P = 0.817
Total	22	8	10	1	41	
Total %	53.7	19.5	24.4	2.4	100.0	

Question 12. Are you in favor of the strapping of pupils in our schools?

Groups				Total	
1	0	1	2	3	X^2 = 3.839
2	1	12	6	19	
3	2	13	3	18	df = 4
					P = 0.428
Total	3	26	11	40	
Total %	7.5	65.0	27.5	100.0	

Summary of Responses to Questionnaires

Groups Compared: Administrators - by Age

1. 20-30 yrs. 2. 31-40 yrs. 3. over 40 yrs. 4. _____

Question 13. Are you in favor of any form of corporal punishment in our schools?

Groups	No	I don't know	In some cases	Yes	Total	
1	0		1	2	3	X^2 = 2.907
2	3		11	5	19	
3	4		9	4	17	df = 4
						P = 0.573
Total	7		21	11	39	
Total %	17.9		53.8	28.2	100.0	

Question 14. Do you administer corporal punishment to your own children at home?

Groups	No	Very seldom	Quite often	No children	Total	
1	0	2	0	0	2	X^2 = 5.874
2	1	13	3	1	18	
3	3	14	0	0	17	df = 6
						P = 0.437
Total	4	29	3	1	37	
Total %	10.8	78.4	8.1	2.7	100.0	

Summary of Responses to Questionnaires

Groups Compared: Administrators - by Sex

1. Males 2. Females 3. _____ 4. _____

Question 1. Have you ever received corporal punishment at home?

Groups	No	Only once	A few times	Many times	Total	
						X^2 = 17.430
1	0	2	26	8	36	
2	2	1	2	0	5	df = 3
						P < 0.001
Total	2	3	28	8	41	
Total %	4.9	7.3	68.3	19.5	100.0	

Question 2. Have you ever been strapped in school?

Groups					Total	
						X^2 = 5.828
1	10	10	11	5	36	
2	4	1	0	0	5	df = 3
						P = 0.120
Total	14	11	11	5	41	
Total %	34.1	26.8	26.8	12.2	100.0	

Question 3. Have you ever received corporal punishment in school by means other than the strap?

Groups					Total	
						X^2 = 2.167
1	24	2	8	1	35	
2	5	0	0	0	5	df = 3
						P = 0.538
Total	29	2	8	1	40	
Total %	72.5	5.0	20.0	2.5	100.0	

Summary of Responses to Questionnaires

Groups Compared: Administrators - by Sex

1. Males 2. Females 3. _____ 4. _____

Question 4. Do you feel that strapping pupils for bad behavior in school improves their behavior?

Groups	No	I don't know	In some cases	Yes	Total	
						X^2 = 6.271
1	2		29	5	36	
2	2		3	0	5	df = 2
						P = 0.040
Total	4		32	5	41	
Total %	9.8		78.0	12.2	100.0	

Question 5. Do you feel that strapping pupils for bad behavior in school improves the behavior of other pupils?

Groups					Total	
						X^2 = 4.488
1	3	1	28	4	36	
2	2	0	3	0	5	df = 3
						P = 0.213
Total	5	1	31	4	41	
Total %	12.2	2.4	75.6	9.8	100.0	

Question 6. Do you feel that strapping pupils for not doing their best work in school will make them improve their work?

Groups					Total	
						X^2 = 1.651
1	19	5	10	2	36	
2	4	0	1	0	5	df = 3
						P = 0.647
Total	23	5	11	2	41	
Total %	56.1	12.2	26.8	4.9	100.0	

Summary of Responses to Questionnaires

Groups Compared: Administrator - by Sex

1. Males 2. Females 3. _____ 4. _____

Question 7. Do you feel that strapping pupils for not doing their best work in school will make other pupils do better work?

Groups	No	I don't know	In some cases	Yes	Total		
						X^2 =	1.320
1	21	8	6	1	36		
2	4	1	0	0	5	df =	3
						P =	0.724
Total	25	9	6	1	41		
Total %	61.0	22.0	14.6	2.4	100.0		

Question 8. Do you feel that the parents should be notified when their child is strapped?

Groups				Total		
					X^2 =	2.295
1	3	16	17	36		
2	0	4	1	5	df =	2
					P =	0.317
Total	3	20	18	41		
Total %	7.3	48.8	43.9	100.0		

Question 9. Do you feel that the parents' permission should be obtained before their child is strapped?

Groups				Total		
					X^2 =	0.420
1	25	10	1	36		
2	3	2	0	5	df =	2
					P =	0.810
Total	28	12	1	41		
Total %	68.3	29.3	2.4	100.0		

Summary of Responses to Questionnaires

Groups Compared: Administrators - by Sex

1. Males 2. Females 3. _____ 4. _____

Question 10. If you were strapped in school, did you hold a grudge against the person who decided to have you strapped?

Groups	No	I don't know	In some cases	Yes	Total	
						X^2 = 4.229
1	23	1	3	1	28	
2	2	1	0	0	3	df = 3
						P = 0.237
Total	25	2	3	1	31	
Total %	80.6	6.5	9.7	3.2	100.0	

Question 11. Do you think that there is too much strapping in our schools?

Groups					Total	
						X^2 = 2.795
1	19	6	10	1	36	
2	3	2	0	0	5	df = 3
						P = 0.424
Total	22	8	10	1	41	
Total %	53.7	19.5	24.4	2.4	100.0	

Question 12. Are you in favor of the strapping of pupils in our schools?

Groups				Total	
					X^2 = 2.960
1	2	22	11	35	
2	1	4	0	5	df = 2
					P = 0.227
Total	3	26	11	40	
Total %	7.5	65.0	27.5	100.0	

Summary of Responses to Questionnaires

Groups Compared: Administrators - by Sex

1. Males 2. Females 3. _____ 4. _____

Question 13. Are you in favor of any form of corporal punishment in our schools?

Groups	No	I don't know	In some cases	Yes	Total	
						X^2 = 0.191
1	6		18	10	34	
2	1		3	1	5	df = 2
						P = 0.909
Total	7		21	11	39	
Total %	17.9		53.8	28.2	100.0	

Question 14. Do you administer corporal punishment to your own children at home?

Groups	No	Very seldom	Quite often	No children	Total	
						X^2 = 22.332
1	3	29	3	0	35	
2	1	0	0	1	2	df = 3
						P < 0.001
Total	4	29	3	1	37	
Total %	10.8	78.4	8.1	2.7	100.0	

Summary of Responses to Questionnaires

Groups Compared: Administrators - Level of Supervision

1. Div. II 2. Div. III 3. _____ 4. _____

Question 1. Have you ever received corporal punishment at home?

Groups	No	Only once	A few times	Many times	Total		
						X^2 =	8.110
1	2	3	11	6	22		
2	0	0	17	2	19	df =	3
						P =	0.043
Total	2	3	28	8	41		
Total %	4.9	7.3	68.3	19.5	100.0		

Question 2. Have you ever been strapped in school?

Groups					Total		
						X^2 =	1.913
1	8	7	4	3	22		
2	6	4	7	2	19	df =	3
						P =	0.590
Total	14	11	11	5	41		
Total %	34.1	26.8	26.8	12.2	100.0		

Question 3. Have you ever received corporal punishment in school by means other than the strap?

Groups					Total		
						X^2 =	3.771
1	17	1	2	1	21		
2	12	1	6	0	19	df =	3
						P =	0.287
Total	29	2	8	1	40		
Total %	72.5	5.0	20.0	2.5	100.0		

Summary of Responses to Questionnaires

Groups Compared: Administrators - by Level of Supervision

1. Div. II 2. Div. III 3. _____ 4. _____

Question 4. Do you feel that strapping pupils for bad behavior in school improves their behavior?

Groups	No	I don't know	In some cases	Yes	Total		
						X^2 =	0.986
1	3		16	3	22		
2	1		16	2	19	df =	2
						P =	0.610
Total	4		32	5	41		
Total %	9.8		78.0	12.2	100.0		

Question 5. Do you feel that strapping pupils for bad behavior in school improves the behavior of other pupils?

Groups					Total		
						X^2 =	2.283
1	2	0	17	3	22		
2	3	1	14	1	19	df =	3
						P =	0.515
Total	5	1	31	4	41		
Total %	12.2	2.4	75.6	9.8	100.0		

Question 6. Do you feel that strapping pupils for not doing their best work in school will make them improve their work?

Groups					Total		
						X^2 =	2.126
1	11	3	6	2	22		
2	12	2	5	0	19	df =	3
						P =	0.546
Total	23	5	11	2	41		
Total %	56.1	12.2	26.8	4.9	100.0		

Summary of Responses to Questionnaires

Groups Compared: Administrators - by Level of Supervision

1. Div. II 2. Div. III 3. _____ 4. _____

Question 7. Do you feel that strapping pupils for not doing their best work in school will make other pupils do better work?

Groups	No	I don't know	In some cases	Yes	Total	
						X^2 = 2.822
1	11	6	4	1	22	
2	14	3	2	0	19	df = 3
						P = 0.419
Total	25	9	6	1	41	
Total %	61.0	22.0	14.6	2.4	100.0	

Question 8. Do you feel that the parents should be notified when their child is strapped?

Groups				Total	
					X^2 = 0.919
1	1	12	9	22	
2	2	8	9	19	df = 2
					P = 0.631
Total	3	20	18	41	
Total %	7.3	48.8	43.9	100.0	

Question 9. Do you feel that the parents' permission should be obtained before their child is strapped?

Groups				Total	
					X^2 = 1.359
1	16	6	0	22	
2	12	6	1	19	df = 2
					P = 0.505
Total	28	12	1	41	
Total %	68.3	29.3	2.4	100.0	

Summary of Responses to Questionnaires

Groups Compared: Administrators - by Level of Supervision

1. Div. II 2. Div. III 3. _____ 4. _____

Question 10. If you were strapped in school, did you hold a grudge against the person who decided to have you strapped?

Groups	No	I don't know	In some cases	Yes	Total	
						X^2 = 6.127
1	11	2	3	1	17	
2	14	0	0	0	14	df = 3
						P = 0.105
Total	25	2	3	1	31	
Total %	80.6	6.5	9.7	3.2	100.0	

Question 11. Do you think that there is too much strapping in our schools?

Groups					Total	
						X^2 = 0.967
1	12	4	5	1	22	
2	10	4	5	0	19	df = 3
						P = 0.809
Total	22	8	10	1	41	
Total %	53.7	19.5	24.4	2.4	100.0	

Question 12. Are you in favor of the strapping of pupils in our schools?

Groups				Total	
					X^2 = 0.942
1	1	15	5	21	
2	2	11	6	19	df = 2
					P = 0.624
Total	3	26	11	40	
Total %	7.5	65.0	27.5	100.0	

Summary of Responses to Questionnaires

Groups Compared: Administrators - by Level of Supervision

1. Div. II 2. Div. III 3. _____ 4. _____

Question 13. Are you in favor of any form of corporal punishment in our schools?

Groups	No	I don't know	In some cases	Yes	Total	
						X^2 = 1.201
1	3		13	5	21	
2	4		8	6	18	df = 2
						P = 0.548
Total	7		21	11	39	
Total %	17.9		53.8	28.2	100.0	

Question 14. Do you administer corporal punishment to your own children at home?

Groups	No	Very seldom	Quite often	No children	Total	
						X^2 = 5.011
1	3	14	0	1	18	
2	1	15	3	0	19	df = 3
						P = 0.170
Total	4	29	3	1	37	
Total %	10.8	78.4	8.1	2.7	100.0	

Summary of Responses to Questionnaires

Groups Compared: Administrators - Service with EPSB

1. under 5 yrs. 2. 5-10 yrs. 3. over 10 yrs. 4. _____

Question 1. Have you ever received corporal punishment at home?

Groups	No	Only once	A few times	Many times	Total		
1	0	0	1	0	1	X^2 =	1.392
2	0	1	8	2	11		
3	2	2	19	6	29	df =	6
						P =	0.066
Total	2	3	28	8	41		
Total %	4.9	7.3	68.3	19.5	100.0		

Question 2. Have you ever been strapped in school?

Groups					Total		
1	1	0	0	0	1	X^2 =	3.921
2	2	4	4	1	11		
3	11	7	7	4	29	df =	6
						P =	0.687
Total	14	11	11	5	41		
Total %	34.1	26.8	26.8	12.2	100.0		

Question 3. Have you ever received corporal punishment in school by means other than the strap?

Groups					Total		
1	0	0	1	0	1	X^2 =	6.491
2	10	0	1	0	11		
3	19	2	6	1	28	df =	6
						P =	0.370
Total	29	2	8	1	40		
Total %	72.5	5.0	20.0	2.5	100.0		

Summary of Responses to Questionnaires

Groups Compared: Administrators - Service with EPSB

1. under 5 yrs 2. 5-10 yrs 3. over 10 yrs 4. _____

Question 4. Do you feel that strapping pupils for bad behavior in school improves their behavior?

Groups	No	I don't know	In some cases	Yes	Total	
1	0		1	0	1	X^2 = 3.310
2	2		9	0	11	
3	2		22	5	29	df = 4
						P = 0.507
Total	4		32	5	41	
Total %	9.8		78.0	12.2	100.0	

Question 5. Do you feel that strapping pupils for bad behavior in school improves the behavior of other pupils?

Groups					Total	
1	0	0	1	0	1	X^2 = 2.927
2	1	0	10	0	11	
3	4	1	20	4	29	df = 6
						P = 0.817
Total	5	1	31	4	41	
Total %	12.2	2.4	75.6	9.8	100.0	

Question 6. Do you feel that strapping pupils for not doing their best work in school will make them improve their work?

Groups					Total	
1	1	0	0	0	1	X^2 = 2.674
2	7	2	2	0	11	
3	15	3	9	2	29	df = 6
						P = 0.848
Total	23	5	11	2	41	
Total %	56.1	12.2	26.8	4.9	100.0	

Summary of Responses to Questionnaires

Groups Compared: Administrators - Service with EPSB

1. under 5 yrs 2. 5-10 yrs 3. over 10 yrs 4. _____

Question 7. Do you feel that strapping pupils for not doing their best work in school will make other pupils do better work?

Groups	No	I don't know	In some cases	Yes	Total		
1	1	0	0	0	1	X^2 =	1.939
2	8	2	1	0	11		
3	16	7	5	1	29	df =	6
						P =	0.925
Total	25	9	6	1	41		
Total %	61.0	22.0	14.6	2.4	100.0		

Question 8. Do you feel that the parents should be notified when their child is strapped?

Groups				Total		
1	0	1	0	1	X^2 =	6.172
2	0	3	8	11		
3	3	16	10	29	df =	4
					P =	0.186
Total	3	20	18	41		
Total %	7.3	48.8	43.9	100.0		

Question 9. Do you feel that the parents' permission should be obtained before their child is strapped?

Groups				Total		
1	1	0	0	1	X^2 =	3.761
2	6	4	1	11		
3	21	8	0	29	df =	4
					P =	0.439
Total	28	12	1	41		
Total %	68.3	29.3	2.4	100.0		

Summary of Responses to Questionnaires

Groups Compared: Administrators - Service with EPSB

1. under 5 yrs 2. 5-10 yrs 3. over 10 yrs 4. _____

Question 10. If you were strapped in school, did you hold a grudge against the person who decided to have you strapped?

Groups	No	I don't know	In some cases	Yes	Total	
1	0	0	0	0	0	X^2 = 0.876
2	7	1	1	0	9	
3	18	1	2	1	22	df = 3
						P = 0.831
Total	25	2	3	1	31	
Total %	80.6	6.5	9.7	3.2	100.0	

Question 11. Do you think that there is too much strapping in our schools?

Groups					Total	
1	0	0	1	0	1	X^2 = 6.022
2	5	4	2	0	11	
3	17	4	7	1	29	df = 6
						P = 0.420
Total	22	8	10	1	41	
Total %	53.7	19.5	24.4	2.4	100.0	

Question 12. Are you in favor of the strapping of pupils in our schools?

Groups				Total	
1	0	1	0	1	X^2 = 0.598
2	1	7	3	11	
3	2	18	8	28	df = 4
					P = 0.963
Total	3	26	11	40	
Total %	7.5	65.0	27.5	100.0	

Summary of Responses to Questionnaires

Groups Compared: Administrators - Service with EPSB

1. under 5 yrs 2. 5-10 yrs 3. over 10 yrs 4. _____

Question 13. Are you in favor of any form of corporal punishment in our schools?

Groups	No	I don't know	In some cases	Yes	Total		
1	0		0	1	1	X^2 =	2.619
2	2		6	3	11		
3	5		15	7	27	df =	4
						P =	0.623
Total	7		21	11	39		
Total %	17.9		53.8	28.2	100.0		

Question 14. Do you administer corporal punishment to your own children at home?

Groups	No	Very seldom	Quite often	No children	Total		
1	0	1	0	0	1	X^2 =	3.670
2	1	6	2	0	9		
3	3	22	1	1	27	df =	6
						P =	0.721
Total	4	29	3	1	37		
Total %	10.8	78.4	8.1	2.7	100.0		